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# PARENT-TEACHER

FORMERLY CHILD WELFARE

*Magazine*

vol 30

THE ONLY OFFICIAL MAGAZINE  
OF THE NATIONAL CONGRESS  
OF PARENTS AND TEACHERS

*September 1935*  
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*Underweight*  
**AND**  
*undersized*



## ...UNTIL HE BEGAN DRINKING MILK THIS DELICIOUS WAY

**M**OTHER used to measure him against the wall. What a disappointment to see that his height remained the same month after month. A fine little chap, so bright and well-mannered. But small for his age. And underweight . . . All because she couldn't get him to drink enough milk.

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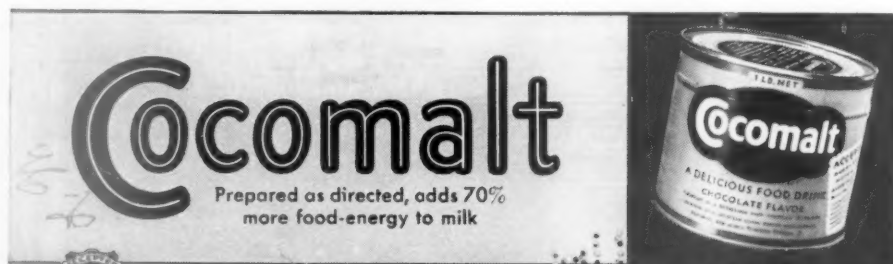
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## NATIONAL PARENT-TEACHER MAGAZINE

1201 Sixteenth Street, N. W.

Washington, D. C.





# TAKE A TIP FROM YOUR CHILD

Ipana and Massage mean whiter teeth, healthier gums



**B**ACK in the days when you went to school, you were taught to brush your teeth regularly.

But today your own youngster will tell you that brushing the teeth is not enough. For modern education now teaches that gum massage is equally important.

And dental science supports these progressive teachings whole-heartedly. "Gums," your own dentist will tell you, "must have exercise to stay firm and healthy. They need regular massage to take the place of the stimulation that our modern soft,

well-cooked foods fail to give them."

It's all too true. Lacking the stimulation gums need to stay firm and healthy, they become weak, tender. Sooner or later, that warning tinge of "pink" appears. And neglected, "pink tooth brush" may lead to such serious gum troubles as gingivitis, Vincent's disease, even pyorrhea.



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Follow this Ipana treatment faithfully. You'll notice a new whiteness and sparkle to your teeth. Your gums will regain their normal, healthy firmness. And you'll be far safer from "pink tooth brush."

## NOTE TO MOTHERS

Children like the refreshing flavor of Ipana so much that, with Ipana in the bathroom, you will not have to tell them to clean their teeth!

# IPANA Tooth Paste

# The National PARENT-TEACHER Magazine

FORMERLY CHILD WELFARE

VOL. XXX

NO. 1

SEPTEMBER • 1935

## C O N T E N T S

**T**HE NATIONAL PARENT-TEACHER is the only official magazine of the National Congress of Parents and Teachers which sponsors the parent-teacher movement in the United States of America, Hawaii, and Alaska. The objects of the Congress are:

### CHILD WELFARE

To promote child welfare in the home, school, church, and community

### PARENT EDUCATION

To raise the standards of home life

### LEGISLATION

To secure adequate laws for the care and protection of children

### HOME AND SCHOOL COOPERATION

To bring into closer relation the home and the school, that parents and teachers may cooperate intelligently in the training of children

### EQUAL EDUCATIONAL OPPORTUNITIES

To develop between educators and the general public such a united effort as will secure for every child the highest advantages in physical, mental, moral, and spiritual education

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# CONCERNING CONTRIBUTORS

**Y**OU will enjoy the human, understanding way in which ALICE DOUGLAS KELLY handles the age-old question of who suffers "When Big Sister Cares for Baby." Mrs. Kelly has done a great deal of writing and magazine work in recent years. She is particularly well qualified to treat subjects dealing with the rearing and education of children, for she studied at St. George's School for Child Study in Toronto, and she has five children of her own.

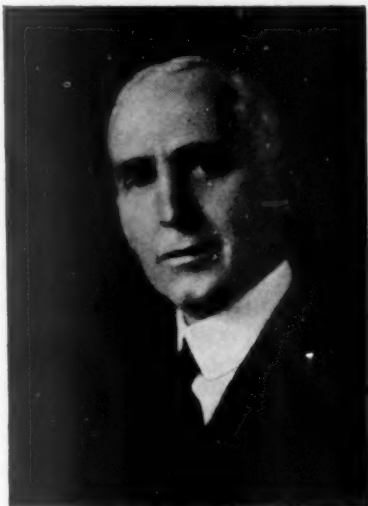
SIGMUND SPAETH's musical lectures and entertainments throughout the country, his radio broadcasts, and his book, *The Art of Enjoying Music*, have opened new vistas of musical enjoyment and appreciation for thousands of people. Dr. Spaeth writes in this issue on "The Child's Enjoyment of Music," and encouragingly points out how really simple it is to instill in children a real love of music.

Our readers will welcome L. JEAN BOGERT's current article, "Weeds in the Nutrition Garden." The number of food fads which seasonally sweep the country increases every year, or perhaps we've just run across more! Be that as it may, Dr. Bogert points out a few home truths about some of them, which prove both interesting and illuminating.

ERNEST R. GROVES has contributed "Founding the Family," the first article for the Parent Education Study Course, "The Progressive Home." The author is Professor of Sociology at the University of North Carolina. He has done a great deal of work with the Institute for Research in Social Science, and his books on marriage and family relationships are scholarly and welcome works.

Too many parents are afraid to have any drastic corrective measures applied to their own children. This is tragically true among cases of cross-

eyes which often could be cured otherwise. This is the subject which RAYMOND EMORY MEEK, M.D., treats in "Timely Care Can Cure Common Eye Defects." Dr. Meek is an eye surgeon himself. After doing postgraduate work in Vienna, he returned to this country to practice, and is now connected with the New York Eye and



Charles A. Beard

Ear Hospital. He has three small children.

CHARLES A. BEARD is the author of "Books for Building Stones." Recently Professor Beard was elected president of the American Association for Adult Education. For ten years he held a professorship of politics at Columbia University, and later became Director of the Training School for Public Service in New York City. His studies have taken him all over the world, and his books on history and politics are widely read and discussed.

In her timely article, "A Complete

Reversal of Things," FLORENCE B. TERHUNE gives some concrete guiding principles to follow this fall, when you want to lift your living room's face, and just don't know quite how to go about it.

BARBARA SCHWINN is now doing a fashion page for us. After four years in Paris, she became well known in style circles for her unerring style sense, and her charming fashion drawings. Since then, her work has appeared in leading magazines and newspapers throughout the country. She starts her series with suggestions for the early fall days, in "Tweeds and Plaids for School."

AGNES SAMUELSON is the author of the editorial for this issue. She is State Superintendent of Public Instruction, Des Moines, Iowa, and has just been elected President of the National Education Association, at the Denver convention. Miss Samuelson started teaching twenty-nine years ago in a rural school.

CHARL O. WILLIAMS outlined the first Parent-Teacher program, "The Beginning of School." Miss Williams is chairman of School Education for the National Congress of Parents and Teachers, and has just been made president of the National Federation of Business and Professional Women's Clubs.

B. H. DARROW is chairman of the Committee on Radio of the National Congress of Parents and Teachers. He is a member of the Ohio Department of Education. In 1928 he organized the Ohio School of the Air as a division of the department. His article on "A Challenging Opportunity" discusses

some of the ways in which parent-teacher associations can best profit from the radio programs which are to be broadcast over an NBC network every Wednesday afternoon, beginning September 25, under the auspices of the National Congress.

## If You Are Interested In . . .

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# The President's Message



## The Parent's Part in Education

**I**N whatever state my work has taken me this year, I have been asked to say what I believe to be the parent's part in education, if any. So strongly do I feel about this function of the parent that I am taking this opportunity to point out what seems to me the layman's part in this vast enterprise. Our tenets declare that we shall not try to interfere with the professional management of the schools, but aside from that, there is a definite part that we should take in the school life of our children.

The parent who wishes to fulfill his part in education will probably ally himself with the nearly two million members of Congress units, in order to mass the strength of parent knowledge and parent power. He will make a study of the public educational system, its history, its financial support, and its modernization of curriculum to fit the modern social structure with its vast changes in industry, agriculture, business, and the professions. He will join study groups connected with the parent-teacher association, groups of fathers alone, or groups of fathers, mothers, and teachers together.

He will visit the school to see at first hand all the interesting new developments, noting the effort to save the child's eyes by effective lighting, and his health, by modern plumbing, ventilation, and heating. If he sees anything that he does not understand or like, he will ask the teacher or the principal about it, in private, not in the presence of his or other children.

At home, he will see that his child has plain, nourishing food, eaten without criticism or nagging; that he has a comfortable bed in a well ventilated room and that he goes to bed at the proper hour every school night; that he has a quiet place for home study, when he is old enough for that function, where he shall be undisturbed by the distracting sounds of radio, telephone, or phonograph. He will do everything in his power to see that the child has an opportunity for a happy study hour, but he will not do his lessons for him nor even try to help him unless at the request of the teacher. He will see that his child has clean, untattered school books, whether provided by the school board or by himself.

Most citizens are parents and most citizens are taxpayers; therefore if parents know what kind of education a child should have in order to give him an equal chance with others, these parent-taxpayers are in a position to demand the best education possible for their children. The thoughtful parent will recognize that the principle of taxation is merely a system of pooling many small sums and making a large enough one to provide for public needs. This will perhaps suggest to him that taxes which come, inevitably, every year should be saved for, through a monthly budget, so that when the tax bill comes he will have the money ready, thus escaping the traditional shock of receiving the bill.

One needs only to be interested in child welfare in home, school, and community to be eligible for membership in the Congress unit connected with the school nearest one. Join us and help make public opinion toward adequate schools and adequate education for all children, which is the parent's part.

President,  
National Congress of Parents and Teachers.

# WHEN BIG SISTER CARES FOR BABY . . .



DRAWINGS BY  
RUTH STEED

**I**N my youth, the Sampson family was the horrible example of the neighborhood. Mrs. Sampson was weak in health and, one suspects, not too strong of brain. Mr. Sampson was a hard-working, bewildered, hot-tempered man. And all five of the young Sampsons grew up in a chaos hemmed in by Poppa's temper and Momma's tears and general ineffectualness. It was a small town, and they were much discussed, but in all the criticism of that pathetic household, nothing was so much reiterated as the firm, "And look how that poor woman works while those great girls of hers just sit around." Mrs. Sampson's answer to that, when she heard it, was a stubborn, "I worked hard when I was young, and I don't want my children to be drudges."

This was unselfish and in a sense commendable, yet it wasn't pretty to

with maternal cares fit only for maturity? Who has not seen older brothers turned bullies and made heartless in self-defense against the constant presence of a younger child?

There are not two schools of thought, but twenty, on the subject of whether the eldest of a family should be required to care for the younger ones. Mrs. Biggs says truthfully, "Because I wanted three children, why should Ruth be a nursemaid? She didn't have the baby." To which Mrs. Andrews replies, "I work hard enough. I give up a great deal for the children. It seems to me Angie should be glad to help me take care of her little

see the older girls sitting down on the cool porch with books and fudge, while Mrs. Sampson toiled wearily in the kitchen or nursery or over the tubs. And later, the Sampson girls made shocking failures of both marriage and maternity. It seems that responsibility and consideration and a fair amount of expected tasks might have helped them to learn some of the duties that would be theirs later on, and how to meet them.

On the other hand, who of my generation hasn't wept over "the Little Mothers of Hester Street"? Who of us has not seen eleven- and twelve- and thirteen-year-old big sisters white and strained and old before their time





• • by Alice Douglas Kelly

## Under Proper Supervision Which Does Away with Too Much Responsibility, and Rules to Insure Fairness, Older Children Can Care for Younger Ones without Any Ill Effects

brother." And Mrs. Brown chimes in with, "Patsy'll be a mother herself some day. Why shouldn't she learn how to take care of babies and help me out at the same time?" Mrs. Malone looks wearily across her hot kitchen and says, "Can I help it if Norah works too hard? Somebody's got to look after little Pat, and if I did any more than I do, there'd have to be twenty-five hours in a day."

There are those who think that to ask anything of growing children beyond their school work and their play is to victimize them, and there are others who apparently feel that nothing is too much to ask of older children in return for food, lodging, and an education. Also, for many people, the world of late years has turned upside down. They have been perplexed by emergencies with which they have not been trained to cope, and have fully shifted some small part of the new burdens onto the nearest willing shoulders, irrespective of age.

But the parents' viewpoint isn't the only one. What does the oldest child think about it all? Well, the neighbor on my right complains, "Lois can't bear little Tommie and she used to adore him. Now, all she does is complain that he's a nuisance and I tell her that if I'd been half as strict with her as she is with him when she takes care of him, she'd have run away." Little Alan, two fields and a lane away from me, says, "Can't go anywhere without the darned kid following me. When I grow up, I'm never, never, never goin' to have a kid." As I write, the headlines of a paper tell me about the appalling case of an older brother who, in a fit of rage, injured his three-year-old sister. The journalist reporting the case is violent in his scorn and contempt for the cruel, uncontrolled older boy. I, too, find myself sickened by the imagined details of the case, yet I wonder a little how much the situation was created by adults; how often the little one was inflicted on the older boy, how much responsibility he was made to feel for the baby's behavior, how much he was cramped

and circumscribed and disciplined on account of the younger child.

**T**OO many parents confuse "child care" with "child training" and expect of their twelve- and thirteen-year-old children results with the three-year-olds that they themselves have not attained. In too many families, the younger children are always right, the older ones invariably wrong. My friend Mrs. Lawton rages at her daughter, "You let him get wet. I can't even trust you to keep him out of the water." Yet if Margie slapped or otherwise punished self-willed young Harold, retribution would be swift and dire. Dry feet are a part of Mrs. Lawton's own rule which she has not been able to enforce herself. In Mrs. Foley's household, a sick spell on the part of baby Barbara is visited upon twelve-year-old Madge with bitter recriminations. "Where were you that you didn't see she was eating a lot of cake and candy? I leave her with you for one hour and look what happens!" Madge might, in all justice, reply, "You told her not to eat candy. Why don't you make her mind?"

And from the unruly little charges themselves come the plaintive cries, "Margie slapped me," "Jack said I couldn't walk fast enough," "Dotty says I'm a little noosance," "I cutted myself and Dora wouldn't bandage it because she was reading." Should mothers leap with cries of anger and recrimination upon the injured elders? Who would hire a ten- or eleven- or twelve-year-old child to take full charge of young babies? Who could stand seeing the little ones dragged about by muscles not yet strong enough for the strain, neglected by a child (herself legitimately eager for play or reasonably absorbed in the latest adventures of the Camp Fire Girls), snapped at and scolded because their three-year-old brains can't comprehend the rules of "I Spy" or "Bad Old Witch" or "Statue" or in other ways victimized by the youth and inexperience of their nursemaid?

Yet what of responsibility, what of



cooperation, what of unselfishness and efficiency? Don't our children need training in these very qualities? They do, indeed. But having my nose held while medicine was poured down my throat never gave me any great love of hygiene, and I doubt if having large forced doses of baby brother or sister ever gave an older child any great enthusiasm for domesticity.

Still, there are families where Mother cannot do it all. What then?

Well, it seems to me that we can list first of all the points for and the points against having an older child care for the younger ones. For there is the point that it can develop protectiveness and kindness for children smaller and weaker than they are themselves. It can teach the older children cooperation, give the caretakers responsibility, and bring out in them a true spirit of cooperation and helpfulness. They learn valuable and important lessons in self-control, in setting a good example; and the sense of adequacy and power and authority they gain is not amiss if it is not exaggerated.

Against all this there is the fear of overwork, the circumscribing of play hours, too, demanding so much sacrifice that hatred for the small child is engendered instead of love and protectiveness. In placing so much responsibility upon the adolescent child, she or he will be blamed for misconduct on the part of the younger child, which should logically be quite outside the jurisdiction of any youthful nurse.

**I**S there then a solution? I think so—and a comparatively simple one. Some families have solved the problem by providing, first, that conditions surrounding the work are distinctly controlled so that (Continued on page 30)



## THE CHILD'S ENJOYMENT

by Sigmund Spaeth

**A** LITTLE BOY OF EIGHT was asking his mother to play the piano for him. "Play that piece that goes like this," he said, and what he whistled was the start of Bach's *Invention in F-Major*.

This boy's mother was a good musician, able and willing to play such "tunes" to her children from their earliest years. Bach had not become either a bugbear or a duty to them. It was simply music that they had heard frequently and therefore liked with the liking that comes from familiarity.

Unfortunately, most parents are not particularly musical, but that is no reason why they should neglect opportunities to develop the enjoyment of music in their children. By the time they get to school it will be called "appreciation," which means the same thing but makes it sound harder.

These unmusical parents would not dream of letting a child arrive at school or kindergarten age without a working knowledge of his native language. They seldom ask, "How early should a child learn to talk?" Simply and almost automatically they encourage every sign of articulateness from the very outset. Why should they not encourage the enjoyment and per-

haps even the expression of music in the same way?

When people ask me, as they often do, "How soon should a child be exposed to music?" I am tempted to say, "Immediately," for there is no way of telling how early the sounds of music may begin to affect the life of an infant. Lullabies are taken for granted, but they might as well be good ones, like the familiar classic of Brahms, which happened to be my own introduction to music and thus eliminated any possible distrust later of what was then considered an abstruse and difficult composer.

But babies can be aware of far more music than a mere lullaby. The sense of rhythm seems to be developed very early in life, and I have often seen small babies kicking in time to music, with every indication that the intention was deliberate. It is quite common to find small children who have been taught to dance quite well (as was Shirley Temple) long before they could have taken part in any other kind of musical performance. There is also nothing unusual in a child who can hum a melody correctly even before he has learned to speak.

All this, however, has more to do

with the performance of music than with the mere enjoyment of a listener. Regardless of any possible talent on the part of the child, he deserves the advantage of hearing good music from the very beginning of his life. Such music may begin to register in a child's consciousness far sooner than many a parent would suspect.

A musical household is obviously of the greatest advantage in such early development of taste, and it has been proved that a majority of the outstanding professional and amateur musicians of history were born into such households. They are so rare today as to be almost extinct.

But even though there may be no parents, brothers, or sisters with the necessary skill for producing family vocal and instrumental ensembles, or for adequate solo performances, the phonograph and the radio can be called upon nowadays to take the place of such personal abilities. If they have not done so before, the parents themselves may in this way easily acquire some taste and knowledge of music, which will be an asset for the future. Progressive music schools are ready today to instruct parents in the best music for their children, and to lay out a



complete schedule of material for listening, the effect of which is likely to be as beneficial to the adult as to the child.

**O**BVIOUSLY this early music should have strongly marked rhythms and melodies. Much of it can be taken from the folk music of the world, and many of the simpler tunes may eventually serve as a setting for original words supplied by the children themselves. In this way a whole family can become familiar with the most practical and popular melodies of the world, adapting them in time to a variety of personal uses.

Specifically, such melodies would include most of the Foster songs, the Negro spirituals, and such secular tunes as *Turkey in the Straw* and *The Arkansas Traveler*; the French *Malbrough* (known to us as *He's a Jolly Good Fellow*), as well as the round *Frère Jacques*, *Avec mes Sabots*, and *Au Clair de la Lune*; the German

nally interesting to young and old.

Chopin's *Waltz in D-Flat* is generally known as "the little dog chasing its tail," and there are plenty of other descriptive pieces, such as the Mendelssohn *Spinning Song*, MacDowell's *Woodland Sketches*, Chopin's *Butterfly Etude*, Liszt's *Gnomes*, and Grieg's *Hill of the Mountain King*—all quite intelligible to children. There is always a place, too, for the stirring marches of Sousa, the waltzes of Strauss and Brahms, and folk dances of Russia, Hungary, and other countries.

**I**T may seem far-fetched to say that such music can affect the later tastes and listening habits of young children, yet the fact remains that such early acquaintance often has a lasting effect, and it is quite possible for mere babies to develop and express a real affection for certain pieces of music which they never forget. I have seen children who had not yet reached the age of articulate speech but who were so familiar with certain records that they could unerringly pick them out of a portfolio and bring them to their parents to be played. I do not know what their marks of identification could have been, but the phenomenon is apparently not at all uncommon.

Long before there is any possible thought of lessons, and quite apart from any social manifestation of talent or interest, music can and should become an important element in the life of every child. Every activity of daily life may have its musical accompaniment, and in time the child himself will make up the words to fit such music. For it is the most natural thing in the world for children to express themselves in music and rhyme, just as it is with adults of primitive races.

"I can't get 'em up," to the music of the *Reveille*, is just as good for starting the day as a lullaby is for the finish. There can be a song for dressing, and one for breakfast (with emphasis on the reigning cereal). Music may make even spinach palatable for lunch, and it fits perfectly into every type of game, as well as the doll's house or the parade of the toy soldiers. If parents will take the trouble to create some of these simple songs for a start (or to learn them out of the books already available), they may be surprised at the readiness with which their children will take up the habit, perhaps even surpassing their elders in the variety and aptness of their productions. They would be doing it in any case to some extent, and with a little encouragement their efforts may actually develop into a family saga of permanent value.

Perhaps I am unduly influenced by

the fact that in my own family music was just such a natural and spontaneous product. My father and mother were both excellent musicians, playing and singing by note or by ear, with a considerable gift for composition as well. My oldest sister had some Kindergarten training, and taught us to sing rounds when we were barely able to talk. I cannot remember when or how any of us learned to read notes, but it was always taken as a matter of course. And in our family, if you could not harmonize by ear, you were no better than a foundling.

The sister nearest my own age was a remarkably good pianist, even as a child (nowadays she plays violin sonatas with Professor Einstein in Princeton), and as I started on the violin at seven, we always had the nucleus for a family orchestra. But our creative music had started long before we learned to play any instruments. There were stock songs for all the holidays, of course, but for individual birthdays and other family festivals we invariably made up our own material. None of it was worth preserving, but it served its purpose, so that even today it seems a simple matter to get up some special words and music for almost any occasion.

It is well known that the human memory works best to a musical accompaniment, and we learned our alphabet, our multiplication table, the books of the Bible, and the names of the presidents in that way. I still have to recall an occasional tune to be sure of my facts.

Such conditions as I have described may seem exceptional, but they are entirely possible in any family, regardless of musical talent or background.

Children take naturally to music in almost any form. I have yet to find a child who does not try to make up little lines of song about his daily activities, or one who absolutely refuses to listen to music of any kind, or one who does not try to play on a piano the first time he sees one. So long as it remains a game, the child's instinctive response to music will continue to expand and develop. But somewhere, somehow, the spirit of play is allowed to evaporate, and what was once a fascinating recreation becomes suddenly a task, a burden, a drudgery. This is true of other things as well as music. The little girl who enjoyed playing with dolls, sewing, mending, cooking, washing dishes, often finds the same sort of housework an unpleasant duty after she grows up. The boy who experimented with carpentry or some other manual labor as a game usually fights shy of a similar occupation as a trade. And such reactions are unnecessary. (Continued on page 30)

## OF MUSIC



*Lorelei*, *Kommt ein Vogel geflogen* and *Stille Nacht*; the Italian *Santa Lucia* and *O Sole Mio*; and many others. England, Scotland, and Ireland alone will supply a wealth of material for such uses, including *London Bridge Is Falling Down*, *The Farmer in the Dell*, and other nursery rhymes; such traditional tunes as *Green Sleeves*, *Country Gardens*, and other Morris dances; the *Irish Washerwoman* and other jigs and reels; *The Campbells Are Coming*, etc.

As an introduction to the classics, there are simple pieces by all the great composers, easily remembered and often easily sung or played. Bach himself wrote his piano *Inventions* for his children. Beethoven composed *Für Elise* for a child, and his *Country Dances* and *Minuets* are not difficult to enjoy. Mozart is credited with the little alphabet tune that is sung all over the world (it also employs the words "One, two, three, four, five, six, seven, All good children go to Heaven"), and Haydn has a similar melody in his *Surprise Symphony*. Schubert's *Military March* is the best of its kind, and Schumann composed a whole series of *Scenes from Childhood*, eter-



**"O**UR group of older mothers believes that any child who has not been trained to make intelligent choices by the time she is sixteen is facing a very great handicap," wrote the chairman of an Illinois group after they had discussed the question: *Hope Spencer, aged sixteen, has difficulty in making up her mind. Whether the decision involves buying a hat, taking a trip, or choosing between boy friends, she appeals to the opinions of others. She is never satisfied after a decision has been made.*

Expressed a bit differently in each case, all the letters received this month have suggested similar causes for Hope's indecisions and inability to make choices. Three letters are from summer students in the College of Home Economics at the University of Tennessee. One writes: "It seems to me that Hope has been dominated during her life by a very strong personality which never allowed her to make decisions. She has been made to feel that her opinion was of no value and therefore she has not developed self-confidence. Perhaps if others began asking Hope's opinion on things she would grow to believe she is some good."

"This girl is lacking in self-confidence," writes the second student. "Probably she has been criticized by her friends in some decision she has made or perhaps she has seen her own inability to do things as well as others do them. She should learn to study all the data before making a decision. If it is buying a hat, she should consider what style and color are more becoming to her, what the hat is to be used for, and if it is durable."

Some of the group of mothers meeting in a district parent-teacher meeting in Nebraska also placed the responsibility for Hope's indecisions upon outside forces. "It may be she has heard 'I told you so' too often and decided to do what they told her in the first place," suggested one mother. "The fear that Hope may make a mistake may be her mother's rather than her own," said another. "Perhaps she has never had much opportunity to practice making her own decisions." "Isn't there a chance that Hope enjoys the attention she gets by making a fuss about things?" asked a



## IN OUR NEIGHBORHOOD

An Exchange of Experiences  
Conducted by ALICE SOWERS

mother who believed the cause might be found within Hope herself. "She may be the kind of person who does not want to assume any responsibility," said another. "Or it may be sheer laziness—mental laziness," added a third.

From Madison, South Dakota, we have a letter suggesting a different viewpoint. "There are so many things to be decided," writes this mother. "Is it a wonder that a girl only sixteen is often bewildered? I am glad that Hope wants advice; it shows that she relies on the opinions of others and not on

### SIDNEY SHOWS OFF

*Sidney, aged three, fusses at the table, turns somersaults in the living room, and does other things when guests are present which she does not do usually. Her parents do not want to embarrass their guests by punishing her while they are there.*

*Won't you discuss this at home, in your neighborhood, in your study group, in your parent-teacher association and write us of similar cases which you have observed. What were the causes for the behavior? What solution proved successful? Send your letters to Alice Sowers, 1201 Sixteenth Street, N. W., Washington, D. C., before September 10. They will be printed in the November issue.*

her own judgment altogether. This much is deserving of praise. But if she never makes a decision at all, then I do not wonder that you are alarmed. Certainly too much advice is detrimental to her own welfare."

And what do the sixteen-year-old girls think? One, in Colorado, said: "Hope may not have been permitted to decide things all her life. It is a case of problem parents. Either they make all the decisions or convince the daughter, while she is trying to decide, that their way is best. The reason she is never satisfied after a decision has been made is because it is not her own."

The chairman of the Illinois group writes a detailed account of what she did to help her small daughter learn to make her own decisions. She says: "When the little girl across the street moved away and her

older sister went away to school, I found to my dismay that Little Sister, aged six, could not make a choice even in the smallest matter. One day we went shopping.

"'Ada,' I said, 'you need new socks to wear with your white dress. Do you want pink or blue stripes?'

"Which do you think would be nicer?' Ada asked meekly.

"Either would be correct; suit yourself, child.'

"But I can't think which would be prettier.'

"It doesn't matter to me which you get,' I said.

"You get whichever you think would be nicer,' Ada insisted.

"To save further discussion in public I got one pair of each color. When Sunday came, Ada looked at her two pairs of socks in despair. Finally she carried both pairs to Daddy who advised her to wear one sock of each kind. But Ada did not think that funny at all. She cried desperately, so at last Daddy flipped a penny. In two seconds the choice was made and Ada smiled through her tears.

"This was the beginning of a long, but successful struggle. Gradually she became more confident as the weeks passed and she asked my advice less often. Now, at seventeen, Ada does not jump into hasty decisions. She considers all sides of the question but when she once makes her choice, she abides by it."



## IN THE NUTRITION GARDEN

by L. Jean Bogert

**D**OESN'T it seem as if each spring brings a new crop of food fads? Then when we look at them a bit closer we find they are the same hardy perennials, as persistent as the weeds among the flowers. Why is it that erroneous ideas, like weeds, reappear no matter how often they are uprooted? If you are one of those people who fear certain food combinations—or want a rebuttal for your friends who are food faddists—come into the group while we try to differentiate between the true and the false in current ideas about foods.

One idea, which we have always with us, is that foods are more healthful when eaten raw or "in their natural state" and that every one would benefit by eating more foods which have not been "devitalized" by refining. The back-to-nature cults appeal to the imagination, and at present are such a rage that many so-called "health" magazines are filled from cover to cover with articles on every phase of this idea from nudism to vegetarianism. The truth is that some foods are better eaten raw, while others need to be cooked to render them more digestible. Every one should take some uncooked

food to make sure of getting enough vitamin C, which is the one vitamin apt to be destroyed in cooking. But this does not prove that there is anything gained by taking *all* one's food in the raw or unrefined state. Too much may be as bad as too little, and many people cannot tolerate any large amount of harsh fiber or uncooked starch. For these people with sensitive intestines, the removal of the outer husks of grain in milling, discarding the skins and seeds of fruit, and softening fibrous foods by thorough cooking is a great boon. Others seem to thrive on raw and harsh-fibered foods, though the digestive system of man is best adapted to handling a less bulky *mixed* diet containing some of the more concentrated foods and some foods which benefit by cooking.

Have you heard anything recently about how injurious it is supposed to be to take white bread or cereals, meats, and refined sugars? One would almost fancy these substances were poisons instead of wholesome foods, when rightly used. True, they need to be supplemented by such foods as fruits and vegetables, milk and eggs to get a well-balanced diet, but that is no

reason why we should not make use of them. Meats add much to the palatability and satisfying qualities of the diet, while foods made from sugar and highly milled grains are good and relatively inexpensive sources of energy. Let us learn how to use all the different foods wisely, rather than becoming afraid of first one and then another until we suffer both from our fears and from a restricted diet.

Other ideas which die hard are those which brand various *food combinations* as harmful. Have you not at least one friend who is firmly convinced that dire results follow the eating of starch and protein-rich foods in the same meal? What a lot of unnecessary trouble these people make for themselves! With man, as with the lower animals, the alimentary tract is certainly capable of digesting more than one food at a time. Carbohydrates, proteins, and fats are complex substances which are chemically inert, so that they do not react with each other in the stomach to form any mysterious poisons. Digestion is very efficient, because there is always a second chance for these foodstuffs to be digested by fluids farther along in (Continued on page 26)



# FOUNDING A FAMILY

by Ernest R. Groves

**N**OTHING that we voluntarily do has more meaning for us, and for others, than our decision to establish a family. There have been people in the past who were more conscious of this than we moderns are apt to be, but never has such an undertaking been more important than now, and never has it required the preparation and insight necessary in these days to build satisfying, wholesome home life. It is something that we dare not take lightly; we also fail if we make it a burden.

The happy family is established by a husband and wife who, without losing their individuality, have been fused through fellowship into a oneness. Living together in constant and closest intimacy, they maintain a comradeship that ranges through all the possibilities of human relationship. All their fundamental interests become a

mutual experience. They neither duplicate nor suppress each other as hand in hand they share the routine, the trivial happenings, and the great moments of their life together. Their fellowship cannot succeed unless it is satisfying. This does not mean that they attain perfect serenity nor that their desires never travel beyond their reach. They find peace as they strive to meet life together, because they move onward to an ever-deepening affection. Each has to be happy or the comradeship fails for both.

Like all intimacies, marriage changes the character of those bound together. Their life together proves good only as it leads to the development of each. They move on to more than better understanding, they grow into rich persons who have more to give. When this does not happen, there is a wishful looking backward and a dread of meeting life as the years are added.

Growth and satisfaction may be enough to make a happy home but not all that is needed to build sound family life. The home cannot safely be made an emotional sanctuary, a domestic indulgence for a man and a woman insensitive to the needs of others and

the social responsibilities that belong to each of us. There are those who busy themselves with the affairs of life until they have neither time nor energy to enjoy their homes. Their mistake is so open that the casual passer-by glimpses the emptiness of a husband and his wife who have never discovered the resources of home fellowship. The failure of those who live only for themselves may not be so obvious, but it is equally destructive of healthy family life. Sooner or later this policy is apt to bring disappointment even within the home that has shut its door to the outside world. Good development requires more than the reactions of husbands and wives within their fellowship. There is the necessity of contact with the world of affairs, for even happily married people will not grow unless they are sensitive in their association with other people.

It is rare for husbands and wives to keep close comradeships unless they are persons of common interests. This does not mean that they are similar people, obliged to do the same things in the same ways, but that there must be sympathy and appreciation so that the values that one finds in life are not





## This Is the First Article in the Parent Education Study Course

foreign to the other. Without this sharing they cannot understand each other, and the inability to enter into the feeling and activities of the one we love soon brings frustration and sooner or later a sense of separation.

### THE NEED FOR MUTUAL RESPECT

IT is almost impossible for husband and wife to build a good family if they do not each respect the other. The need of this appreciation was never so great as at present, for modern marriage is severely testing at this point. When family life had great economic importance and marriage needed to be sought for utilitarian reasons, a degree of toleration could be had even when there was no sincere respect on the part of one of the marriage for the other. With rare exceptions modern people cannot be happily married unless they have in their life together higher satisfactions than those that come from motives of expediency. If this makes modern marriage more difficult, it is merely because present-day marriage has to find its successes on higher levels. As civilization advances, we rightly make greater demands of life, and naturally we do this within the home just as we do outside.

Because the woman marries she does not lessen her right to remain a person. In times past this has not been true. A part of the rôle of the wife

has been to suppress and to surrender normal impulses and desires that belonged to her as a personality. We are still a long way from the civilization that will take for granted this human right to be oneself—a right that one sex as justly possesses as the other. In our day there is no hope of happiness for the sensitive and mature persons who marry unless they can receive a respect from the other that forbids any sort of exploitation.

The best type of marriages will go even farther than this. There will be on the part of both husband and wife the realization that their being married does not mean that either should seek to make over the other. It is not the proper business of the wife any more than of the husband to struggle to reshape personality and become something other than oneself. There is every motive for each to seek to become his best self or her best self. This does not mean becoming the other's echo or allowing either the traditions or the expectations of the mate to lead to the pressing of either personality into a preconceived, arbitrary mold. One who possesses and cannot curb the itch of interference, the craving to manipulate another, should abstain from marriage, for this disposition to fashion another in the modern world is becoming more

and more intolerable. Self-respect has to be something more than acquiescence. It has its positive appreciation of the other's differences and the willingness to accept them as something sacred.

### CHILDREN IN THE HAPPY FAMILY

THE fortunate marriage leads on to parenthood, and the problems of matrimonial adjustment become a part of the larger family harmony. The first duty we owe to our children is to desire them, and it is a bad beginning to have parenthood forced upon some one who hates its burdens and has no realization of its joys. Fortunately most men and women do have a strong desire for children, and it is these persons who should give us our population. It is a perversion of parenthood when the coming of the child seems a penalty rather than a blessing.

Efficient parenthood requires understanding and skill, but those who feel their responsibilities too heavily, who take themselves too seriously, tense



## An Outline for Use in Discussing

This Article Appears on Page 34

with an ever-present feeling of obligation, sadly miss the deeper meaning of parenthood. We must enjoy our children to do well by them. They bring responsibilities, but this is their lesser claim upon us. What they most need is a fellowship which renders the parent's duties a privilege rather than a task. It is unfortunate that there are mothers who have overstrained themselves in their eagerness to do wisely by their children, until they have lost the art of making their children happy.

The parent is from necessity given great power. The child's dependency, his eager response to the emotional attitudes of father and mother, open up opportunity for the adult to crush or hamper his faint beginning of individual growth. Even love, when unrestrained and disregarding, can so overcome the little child as to make it hard for him to develop his own life. We mean so much to our children, we can do so much for them, and they are so sensitive to our responses that we have constant temptation to interfere too much and to keep them in a parasitic dependency upon us. The scientists do well in insisting that we heed this danger, but we make poor use of their warning if we attempt to become unemotional mother- or father-technicians rather than love-giving parents. In the animal world the offspring is set free by the petering out of an instinct. We human beings have been freed from this routine of nature but only that we minister to a longer growth period. It is our business to see that the child, step by step, moves on toward the individuality that he has a right to achieve. It is not so hard for us to do well by him and to escape the most enticing of parental temptations, if only we keep our minds on the goal of our endeavor rather than becoming overconcerned with the problems of the moment. If our only endeavor is to force upon him some attitude or habit that seems to us desperately needed in order to make us feel well-satisfied or to bring us the approval of persons round-about, we fail to discover the distant values because of our narrow vision.

It is easy enough to see how children have been exploited in the past by parents who have sought them that they might early be put to work and made a source of family income.

It is not so easy to realize that overwhelming the child with emotions that kill his incentive to growth or that harden him into a slavish submission is as selfish as was the former misuse of the child. It is even less forgivable because the earlier exploitations at

### FIRST DAY OF SCHOOL

by Revah Summersgill

I must not wish them back. My prayer must be  
That they go forward gaily, gallantly  
From here, and make their way un-  
helped by me.

The kitten scrambles in the quiet toys  
And, unproved, climbs up where  
fringe hangs long.  
The empty kitchen listens to the noise  
Of clock and eaves in place of shout  
and song.

There is no stir upstairs or down; no  
call;  
No rush of footsteps overhead; no fall  
On slippery rugs; no giggles; no loud  
wails;  
No begging for more pans or boards  
and nails.

The sun is hid today. It does not mat-  
ter.  
There is no game of ball, no sandpile  
chatter,  
For all the joyous, scuffling little feet  
Are marching schoolward down an-  
other street,

And I'm alone. The clock's slow,  
mournful tune  
Is: "Things we love are always gone  
too soon" . . .  
But they'll be coming back. Thank  
God for noon!

least came out of conditions of severe struggle that denied or destroyed the normal feelings of parenthood.

### THE NECESSARY RESOURCES

**P**ERHAPS we have been making too much lately of the problems of parenthood and marriage and have not thought enough of what we need as resources. One of these is family income. Happy family life has to have an economic security, for constant worry crushes affection. This security was never more difficult, because all

about us is the economic fear that seems to have settled upon the entire human world like a fog. This situation makes it all the more compelling that those who contemplate marriage consider seriously their problems of finance.

Never before have there been available as resources so many ways in which people who are trying to work out successful family life can obtain help. What has already been accomplished in courses designed to give preparation for homemaking proves the need of distributing more widely those opportunities so that every conscientious man and woman may know how to prepare for marriage. There is equal need of putting to work what science has taught us regarding the problems of child life. It is strange to find people who are eager to get scientific information to help them in their businesses, their farming, or their industries, balking at the idea of seeking from the same source information that will help them in dealing with their children. It is clear that emotion rather than thinking explains this hesitancy to use the knowledge that science has gained regarding the physical, the social, the mental, and the moral growth of children. How important it is to know these facts for the welfare of the child is illustrated by the value that the scientists' investigations of diet have for the growing child. If family life is to prosper under conditions of present-day civilization, we must all work together to popularize the knowledge we now have of the problems and of the resources of marriage, homemaking, and parenthood.

### Suggested Reading

- Binkley, R. C., and F. W. *What is Right with Marriage*. Ch. X, "The Domestic View of Human Nature." New York: Appleton-Century. \$2.50.  
Elmer, M. C. *Family Adjustment and Social Change*. Ch. XI, "Adjustments within the Family." New York: Richard R. Smith. \$3.  
Groves, E. R. *The American Family*. Ch. XI, "Personality Growth and Family Experience." Philadelphia: Lippincott. \$3.  
Myers, G. C. *The Modern Family*. Ch. XI, "Education for Marriage and Parenthood." New York: Greenberg. \$2.50.





## TIMELY CARE CAN CURE COMMON EYE DEFECTS

by Raymond Emory Meek, M.D.

**C**CROSS-EYES are, unfortunately, often the occasion of humor or of superstition. This is a particularly unhappy situation for the person who is afflicted when we know that in most cases the condition can be corrected, if steps to do so are taken early enough.

Here is the tale of a man of sixty-five who presented a marked internal turning of his left eye. He wanted it treated by operation. His cross-eyes were discerned easily. With tears in his eyes he told the physician of his unhappy life. He was desperate. For some reason or other, when he was very young his doctor advised waiting until he was older—"to give nature a chance"—not always a good practice since nature too often has already had its chance, and failed. As he grew older, his parents grew squeamish about the operation.

His mother didn't want her child to suffer, not realizing that the omission would mean the real pain. Those cross-eyes literally wrecked his life and happiness.

A merciless world gave an honest man no chance. Time after time, he would get a job because he was a

hard worker. Time after time, several weeks later, he would be discharged, sometimes because the customers complained of his appearance, or the fellow workers said it was bad luck to have him around. And his parents had been afraid an operation would hurt him!

Yet my sympathy goes out to the parents. Their reaction is easily understood. All of us fear an operation and desire to "hold off" as long as possible. We are terrified for our little ones. As a parent, I can quite appreciate the feeling. But it's wrong! In the hands of a skilled operator, the operation for cross-eyes has become quite simple. It may be entered into with practically no fear. Don't forget, however, a cure may sometimes require two or more operations. You want the surgeon to be conservative and not do too much at the first operation.

Let's consider another case. As a child, this man's eye turned in almost out of sight, beside his nose. Nothing was done to correct this until he was eighteen years old. He was then operated on. Cosmetically this operation is a perfect success as there is no

longer any turn that can be detected. When he came to a doctor thirty years later, he had practically no fusion sense or sight in his right eye which previously had turned. There had been no loss of sight—the sight in this eye just never developed.

A child with squint or cross-eyes faces terrific emotional disturbances. Nor may we forget that, when he attains maturity, difficulties will increase rather than lessen. Few can simply ignore the jests, the laughter, and the taunts of playmates. If a child slinks off into a corner, sullen, ashamed, he is as isolated as if alone on a desert. He's out of luck any way you consider it. Yes, cross-eyes or "wall eyes" are a handicap, not only to good vision and ability to locate an object in space, but also to emotional happiness.

**MAN**, to get effective service from his eyes, has developed several important functions. First of all, we concentrate. To the eye physician this means ability to hold the eyes straight for viewing a distant object; that is, an object at least twenty feet away. Next, we accommodate or adjust our eyes for near objects, which, strictly speak-



ing, are objects less than twenty feet away, though for all practical purposes an object is really not to be classified as "near" unless it is within about three feet of the eye. Third, we converge our eyes. That is, we can change the axis of the eyes so that they turn in, or converge, on an object close at hand. The closer the object, the more the eyes must turn in.

Ideally, the eyes work as a unit. We really have one seeing organ rather than two eyes. Half of this seeing organ is on either side of the head.

If we were all perfect, the problem of having our eyes work together as a unit would be very simple. Eye physicians find many different reasons for failure in this regard. Some of us do not develop symmetrically. Many children have wide foreheads. This spaces the eyes wide apart. As a result there is a greater pull on the external band-like muscles of the eye which tends to pull the eyes into the outward turned position.

Sometimes the eyes are set close together, so that the inner muscles have the greater pull. This turns the eyes in or toward the nose. Often the inner or converging muscles are well developed and strong, while the outer or diverging muscles are weak. The opposite is true with weak inner or converging muscles.

Now try this experiment. Hold a pin or the end of your finger close to some one's eyes and get him to look at it. Notice how his eyes are converging or turning inward as he accommodates for a near object (in this case, the pin or finger). This happens even with one eye covered. Many children's eyes are under a similar strain even when looking at a distance. And, of course, when such youngsters look at a close object, the accommodative effort and corresponding convergence are greatly increased. This is why for many children glasses are of such benefit in correcting eyes that turn in.

Another type of child may see perfectly for near or distance without the least evidence of strain. In fact, the child may have perfectly normal vision. Yet, in such cases, the eyes may have an enormous turn. This is explained by faulty fusion center in the brain.

What, you may ask, is the fusion center? And how does it work? Believe it or not, when we look at an object with both eyes together, we always see double. We see one object with the right eye and also one with the left eye. The brain superimposes the one object on the other when the eyes are straight. Then we say we see a single object because the brain interprets it that way. Now, if this fusion center in the brain is defective or un-

derdeveloped, no effort is made to hold the eyes straight. The eye that is not fixing goes in, or out, and the vision in that eye is suppressed or disregarded.

When unequal images are seen—as when the retinal image is great with one eye, and small with the other—the brain cannot fuse or does so with great difficulty and allows the one eye to function and suppresses the image in the other. This is accomplished by turning the suppressed eye. Children whose eyes so function are not only handicapped by this inability to hold their eyes together, but they lack single binocular (two-eyed) vision and fusion, and the ability to judge the position of an object in space.

Another impairment that may lead to the eyes turning unnaturally, is that we may have an unequal vision. For example, one eye may be nearsighted and the other farsighted, or the one may be very much more farsighted than the other. Or, if they are both nearsighted, the one may be much more nearsighted than the other.

Still another common cause of eye muscle troubles may be a spasm of one of the elevating muscles of the eye. In such cases, while the one eye may look straight, the other looks up into the air. Or one of the muscles may be paralyzed, allowing the eye to sink lower than its fellow.

At times, also, there is a failure of one of the band-like external muscles of the eye to develop at all. There may be only a fibrous cord where there is supposed to be a muscle. Doctors sometimes can diagnose these conditions even before they look at the eyes at all. This is why: When there is a paralyzed muscle of the eye, you can detect it easily because the head is always turned toward the paralyzed muscle. So when a child with his head turned in a certain direction comes in to see a physician, the latter may be able to make, off-hand, an impressive diagnosis of the muscle affected. If the cause of the cross-eyes is not one of paralysis, but simply one of fusion, or combining images at the brain center, the little patient generally is "fixing" or "sighting" with the better eye. And that usually, though not always, corresponds to the hand with which the child writes—right hand, right eye, for example.

It used to be believed that you would make a child stutter or give rise to some complex if you forced him to write with his right hand when he was naturally left-handed. Educational psychologists now believe that you must insist that when writing he use the hand corresponding to the "sighting" side. Nearsightedness and farsightedness influence muscle balance. A near-

sighted child is most likely to have his eyes turn out as there is no accommodative effort to force the child to converge; on the other hand, the farsighted child is likely to have the eyes turn in.

**SO** much for the impairment and its causes and how to detect it. Now what to do and how to do it.

It is extremely important that a child be taken to an eye physician when the eyes are first noticed to turn. Many times glasses will solve the difficulty. Even if they do not, and an operation is out of the question, by means of covering the eye that is straight every day for a few hours, the turning eye has its vision stimulated and developed in that eye. Later on, as the eyes become straight, either naturally, by means of glasses, or by operation, the fusion faculty may be developed by exercising the eyes with a stereoscope and various charts, in order to perfect the single binocular vision and fusion. It may also be necessary to cover the good eye several hours daily to develop sight in the eye which formerly turned.

The common-sense course of action to cure cross-eyes is as follows: Glasses come first. But after a child has passed two and a half to three years, and has been given the benefit of glasses without any marked result, then we may operate. There are several very good, logical reasons why this is so. In the first place, a child heals quickly. Hence, an early operation gives a chance for the scar to heal entirely and disappear as the child gets older. Furthermore, there is less psychological reaction. By taking the child so young you avoid his developing any phobias. The child has a better chance to develop some degree of single binocular vision and also fusion, which theoretically never develops after he is six.

The time of operation—the earlier the better, always before the sixth birthday, particularly for children who do not respond rapidly to glasses.

Summing up the story, cross-eyes represent the loss, which can be temporary, of a very necessary seeing function. Such a loss handicaps the individual physically, emotionally, and socially. To the observant parent, detection is not difficult. Furthermore, the child should have at least annual general examinations.

If in doubt, visit the eye physician at once and be prepared to submit the child to operative treatment.

Do not expect immediate miracles. Glasses often fail. One operation may not be sufficient. Following operation comes well-planned after-treatment. But results, under normal circumstances, are usually good.

## • THE ROBINSON FAMILY •



### THE ROBINSON BOYS STEP OUT

by S. J. Crumbine, M.D.

FALL is here, and I for one am glad of it. So, I think, are my friends, the Robinsons, who like myself have stayed in the city most of the summer. In spite of this, the young people have had a good time. Mrs. Robinson has spent a good many days on the beach of Mirror Lake with the two younger children, while Molly and Jack were engaged in more active pursuits. Often the whole family gathered together for a swim about five o'clock, and then enjoyed a picnic supper.

Jack's photography is still his favorite hobby, and this summer he has been taking a course in the subject at the Y.M.C.A. Molly is ambitious to become a first class Girl Scout, and has been using the summer vacation to qualify for the Tree Finding proficiency badge. This has provided her with an interesting occupation at the same time that it has kept her out in the open air.

All the children seem to be in fine form and ready for the new school year. It will be new, in more senses than one, for the two boys. Jack at eighteen is to enter college, and it has been decided that little Tommie, who is just two and a half, will make his debut in nursery school. So those two will each be stepping out into a new world, and I find myself as interested as their parents to know how they will acquit themselves.

Fortunately, Mrs. Robinson is one of the mothers who look ahead. Although Tommie is so much the youngest, and the special pet of the whole family, she has never allowed him to be babied. She said to me one day, "Tommie is so endearing, it is a great temptation to go on doing everything

for him, but it wouldn't be fair to the child." So Tommie has been encouraged to do things for himself. He gets a word of praise when he succeeds, for instance, in putting on his own clothes, even if they are put on wrong.



His mother says that if he feels successful he will want to do it again, and he will soon learn to do it right.

There is no one in the Robinson family nearer Tommie's age than seven-year-old Nancy, and there is a world of difference between two and a half and seven. It happens too that

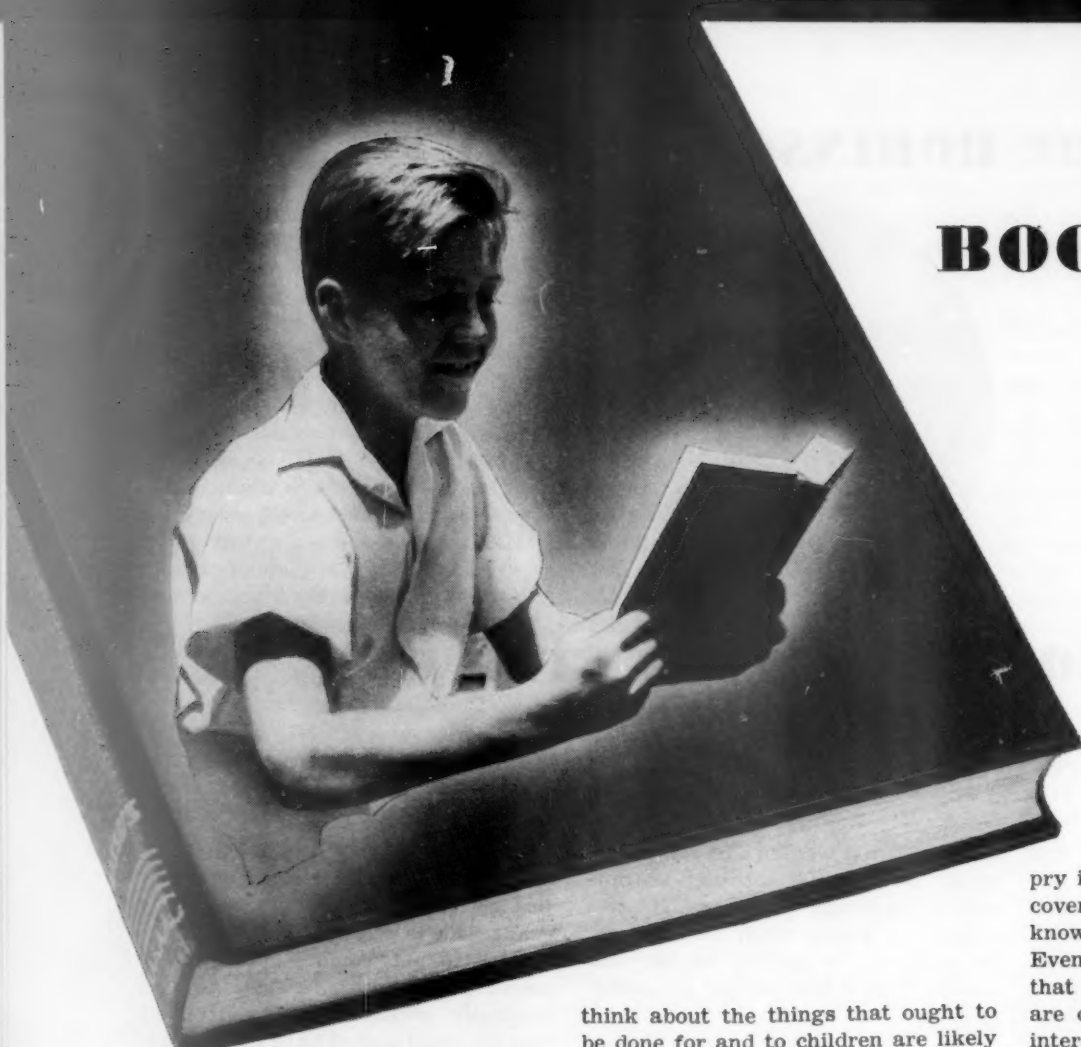
among the neighbor families the children are mostly either small babies or just getting into kindergarten or first grade. This is why the Robinsons have decided to put Tommie into nursery school six months earlier than they had originally planned. It is important that the child should have companionship of his own age and learn, as Jack says, "to stand on his own feet."

"What about you?" I asked Jack when he said this. "Don't forget you will have to stand on your own feet when you get to college." Jack has grown perhaps a little too sure of himself this last year. He has done splendidly in high school, was valedictorian of his class, and distinguished himself in athletics besides. He is used to being a top-notch in his own school, and he does not yet realize that there will be a lot of other top-notchers from other high schools in the freshman class at college. I have known boys who found it very difficult at first to adjust themselves to this change in their status. Some of them, feeling their superiority slipping away from them, felt obliged to assert it in some way, with the inevitable result of getting themselves disliked. I think Jack will escape this pitfall, for his home training is all in his favor. None of the Robinson children lives in an atmosphere of adulation; though their parents are genuinely pleased at their successes and do not hesitate to say so, they manage to do it in a way that does not encourage conceit.

There is another danger which I fear more for the boy. He is a friendly soul, likes to be in things, and is always ready to take on more than his share of work for the clubs or associations to (Continued on page 31)



## BOOKS FOR



**A**LL foresighted parents seek to surround their growing children with habits, ideas, and things which make for the development of character and intelligence. They want to see their boys and girls strong in body, keen in mind, and able to contribute something, however small, to the building of civilization—as well as make their way in the world.

This whole process of preparation is called, for convenience, education. Concerning it a tumult of voices is heard advising us, some crying special wares and others urging us to see the problem as a whole. In the welter of counsel, good and bad, we are often confused. Those who have watched youngsters grow from mewling infants to strong and stubborn youths, those who have been baffled after trying this or that, know how complicated and uncertain the whole business is in fact as distinguished from theory. It would be gratifying indeed if we could get a manual on rearing children as positive as an arithmetic and guaranteed to bring sure-fire results in application. But hard experience warns us against any such expectation; for life eludes many of our rules, and our little schemes are often defeated—occasionally for our own good.

Accordingly, those who have been through the mill and have tried to

think about the things that ought to be done for and to children are likely to be suspicious of neat regulations and perfect advice. Some boys turned out of their homes early in life by irate parents make their way into high achievement, bringing pride to hearts once bitter; others sink into discouragement and ruin. Some girls for whom no special efforts are made flower into womanhood strong and accomplished; others who enjoy every favor of sacrifice turn into incompetent muddlers. How, then, can we be sure? In fact, what assurance can we ever have, save that of seeking to do our duty according to our lights and circumstances?

Amid a large amount of confessed uncertainty, however, one thing seems fairly beyond question. No child will go far in the world without knowledge and habits of thought, whatever additions are necessary.

Equally certain it is that, apart from the experience of living and working, books are wide avenues to knowledge and thought. No one can study the lives of men and women who have played nobly and well their part, without discovering the influence of books in the formation of their characters and the direction of their activities. Is it Lucretia Mott poring over the New Testament? Or is it Lincoln reading the poetry of Robert Burns? Or is it the thousands of nameless and unknown who mastered the aphorisms of McGuffey's readers? Wherever we

pry into formative influences, we discover the contacts of mind with the knowledge and thought of the past. Even practical people will not confess that they have no idea of what they are doing and that they are without interest in ideas.

Considered in the highest terms, we draw inspiration and guidance from great literature, practical knowledge from practical literature. Does any one doubt it? Then let him imagine what kind of world it would be if all the books were suddenly destroyed, if all the reproductions of great pictures were suddenly blotted out, if we could not see through the mind's eye far times and places never to be visited.

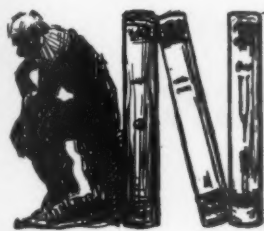
Descending to a lower level, the habit of reading as a mere habit is not to be neglected. It is possible to flee from the turmoil of unrest and passion through the pages of a good book, and there is no limit to this refuge except respect for eyesight. Many a family dispute would never arise if clashing and restless minds found steadiness and peace in some storied page or in some sage advice from the ancients. Woe to the family fireside, kitchen, and dinner table where talk about books never appears. Poor is the individual who can never find strength and counsel in the pages of a good book.

Also, all the practical arts of life are involved. In this age when scientific discoveries are pouring out hourly, how can any farmer, artisan, business man, mechanic, lawyer, doctor, office worker, or housewife hope to do better the task in hand without ability to discover what books say on the subject? What a helpless creature is he



# BUILDING STONES

by Charles A. Beard



From Great Literature, We Draw  
Inspiration and Guidance, and  
Through Practical Literature, We  
Enrich the Practical Side of Life



who has not the slightest idea about making his way to works of reference and through them to the latest positive information! Experience in the use and handling of books provides, in truth, an indispensable equipment for all life's operations lying beyond mere routine.

Out of books, then, cometh knowledge and out of reading of books practice in the art of thinking. Mere knowledge may make a dull boy an encyclopedist, a pedant, or a nuisance. No one is more boresome than the chairman of the grand committee on useless information. In life we need the power of taking thought as well as the aid of knowledge.

And the reading of books is one of the ways of acquiring the power of thinking. Seeing through the eye and hearing through the ear are, to be sure, useful in the cultivation of this art, but they are not enough. As a matter of fact, in these days of the blaring radio and the flickering film there is danger of forgetting that reading is indispensable to thinking, that noise and lights may be, unless used sparingly, foes of thought.

In the slow and painstaking following of the printed page, effort of will is required; and effort of will is something which one does not acquire while dreamily listening to dialogues and watching motion pictures. Whoever cannot follow the linked argument of serried lines is not likely to acquire the power of working out any chain of reasoning in the mind. It is, therefore, appropriate that we should especially emphasize reading, in an age of noise, lights, and movement—three perils to intelligence when not used with caution.

**I**F it be agreed that knowledge, necessary to life, and practice in the art of thinking, also necessary to all save routineers, come from reading, then it is proper to ask: What are the conditions which encourage children to take kindly to books?

The question cannot be answered in

terms beyond all dispute. There are children who seem to have a constitutional antipathy to books, no matter how many volumes may be on the shelves and tables before them. Perhaps this antipathy is a result of the repellent aspect of many or most of the second-, third-, and fourth-hand books now lent to school children in free-textbook districts with mistaken notions of economy; be that as it may, the antipathy exists. Many children are sheer activists, who look upon books as worthless things and upon readers as bookish. In such cases no effective course seems open to the science and art of teaching, at least in their present stage of development.

Nor must all the fault be ascribed to pedagogy. In a civilization that places a high premium on noise, display, and mere motion for motion's sake, where the values of knowledge and thought are so often depreciated by the elders, it is difficult to uproot from the minds of children the suspicion of learning which discredits reading. "Highbrow" is a term of contempt in America. And is not a highbrow a person accused of too intimate acquaintance with books?

Yet there are conditions which seem to induce a tendency to the reading of books.

Possession is one of them. The very fact that a boy has a few books which he can put with his toys, trinkets, and traps, or that a girl has a few books to put with her collection of prized possessions, is itself a stimulus to use. If these books are related to immediate interests or appeal to imaginations already made manifest (the dreamlands inhabited), the likelihood of constant consultation is increased.

Fortunate, then, is the parent who discovers these interests and dreamlands and supplies quickly the convenient and attractive books that fit into them. History, individual and collective, may thus be made.

Around the personal possessions of the youth may be arrayed the family collections of books, in widening circles of maturity and difficulty, luring the

growing mind outward to the very periphery of knowledge and thought. Some boys will take down Burton's *Anatomy of Melancholy* and do extraordinary things with it. Some girls have been known to read quite voluntarily Cotton Mather's sermons and break into high realms of the imagination. So complicated is this business of growing up. Yet art may do something. The family that keeps in sight books relevant to the interests and imaginations of youth can help to lead children into the habit of hunting knowledge in books and of thinking about the subjects of books.

Beyond the families' shelves and tables lie town and school libraries. Already our librarians have displayed great ingenuity in making collections of children's books which appeal to varied types of interest and imagination; yet how poor are most of these collections as compared with the power of librarians to select and organize! Our teachers are aware of the power and value of books; yet how pitifully and unnecessarily inadequate the book equipment of most classrooms! It is a sad commentary on our intelligence that many a back road which could be cheaply improved to render its services has been transformed into a broad highway at enormous expense, while the schools along this road are book-starved and the towns it passes have no libraries, or no money to fill empty shelves if libraries are there. Rome left behind many a magnificent ballasted road after she had lost the intelligence and character to maintain mule trails.

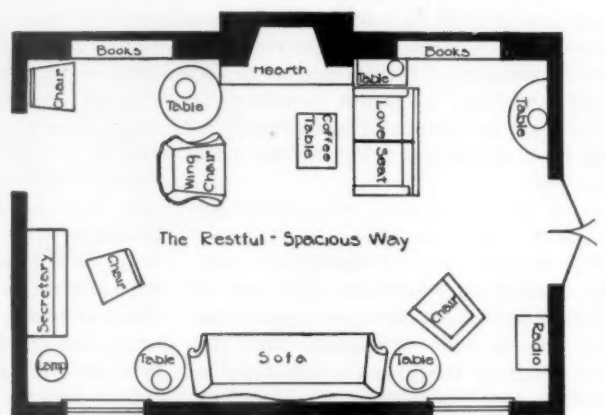
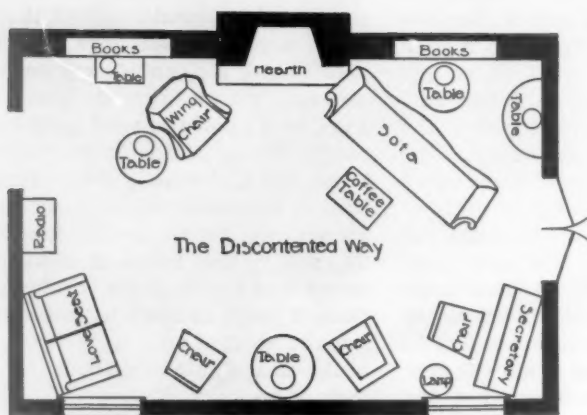
A good village library is not a "self-liquidating public work," but it may help to keep alive the knowledge and imagination required to liquidate the debts incurred in building roads and grade crossings. Of such strange substance is history made.

A well-stocked school classroom or library may not "pay" for itself as quickly as a stadium to which an admission fee is charged. Still, it may help to keep the stadium from falling into ruins like (Continued on page 33)

## A COMPLETE REVERSAL OF THINGS

by Florence B. Terhune

Illustrations by J. GILBERT WERLÉ



With the Help of these Few Underlying Principles,  
and the Extra Pep Supplied by Cooler Weather, Any  
Room Can be Pulled Out of those Summer Doldrums!

**D**O you recall that instant several months ago when you suddenly realized that you just couldn't stand the sight of woolen clothes another minute, or heavy draperies, or upholstered furniture and warm colors—in fact, anything that smacked of winter? It was June and soon would come the official pronouncement of summer. And because of the increasing sultriness in the air these warm or textural things seemed stifling to you and you were irked to action. Away went woolly garments, down came the heavier draperies, on went cooling slip covers, up rolled deep-piled rugs, and even the logs on the hearth disappeared to the cellar and leafy, woody laurel was brought in.

But now that summer has turned into fall, what a reversal of things! With the crisping of the air no longer do those summer things satisfy. They are inconsequential, thin, and inadequate for the coming pungent season. You feel the urge again to have your home complement the season, and you are quickened to make changes. And

with the children off to school once more what a grand opportunity to turn to in a serious way. Once again you welcome warmish things, heavier draperies, and soft, enveloping rugs. You enjoy the textural feeling of upholstered furniture. You are comforted by your color scheme of predominantly bright hues, and by the logs stacked on the hearth. Yet honestly, when all is said and done, you aren't fully satisfied with the results and you can't understand why.

So let's cast about with our critical eye and analyze the situation. Your room is amply large and your furniture is of good design, comfortable, and nicely proportioned to the size of the room. Your color scheme is pleasing, and your room has many little interesting touches that characterize your personality. Well, that sounds like a good start; and it is. But in spite of all that, your "sixth sense" tells you something is haywire, for your room seems "uneasy" and "restless." And that is exactly it. *What* you have in your room is delightful, but

*how* you have it is not so pleasing. For any room, regardless of how perfectly appointed it may be, is literally "spoiled" by a poor furniture arrangement.

We'll take this bothersome room, then, and without adding or discarding a single piece of furniture we'll rearrange it so that upon entering it you'll feel a sense of settled relaxation and then you'll be satisfied. For actually that is the vast difference that the *right* furniture arrangement makes. Illustration 1 shows how your room is now and illustration 2 how it will be after we have rearranged it together.

The first thing we are going to do in rearranging the room is to put all the large, straight pieces of furniture—the sofa, secretary, love seat, and radio—parallel to the straight structural lines of the walls. These pieces need not necessarily be directly against the walls, but they should run in the same parallel direction as the architectural lines of the room. Study the room plans above and note that in



# HOUSEHOLD HINTS

the first one, the "discontented" way, all the large straight pieces are hit or miss and at conflicting angles to the walls, contradicting their straight architectural lines. The desk, sofa, and love seat are the worst offenders, but especially the love seat and desk, for not only are they placed in this haphazard contradictory manner, but furthermore they cut off the corners of the room diagonally.

Such diagonal cutting off of good square corners does not, as many think, make the room seem more cozy and intimate. It actually does the reverse and is one of the chief causes of restlessness in any furniture arrangement, to say nothing of being an unwarranted waste of room space. Unless furniture is especially designed to coincide with the angles of a corner, such as a corner cabinet, wing chair (for it has a nice rounding effect), and the like, never place it in this contrary, aggravating way. All of you homemakers who are rearranging this room with us, if you have desks, long straight tables, upright pianos, bookcases, bureaus, beds, et cetera, cutting off square corners in this "kitty-cornered" fashion in your own home, won't you try them flat against the wall, and see what a difference it makes? Your rooms will not be stereotyped and stiff if you do this, but rather seem more spacious and have a feeling of nicer balance and repose. You may always rely on

a chair or two, and the smaller things, turned at easy angles for interesting variety and relief. Try it. But if you are still too skeptical to do it on our say-so, just study all the pictures of model rooms which you see and those on display in leading department stores and your skepticism will vanish.

Often in the larger than average room you find it difficult to arrange furniture for easy conversation. When a few guests arrive you either have to drag chairs from all corners of the room, or you are actually shouting at each other from too great a distance for a chummy visit. The solution, then, is to divide your room into several smaller, definite conversation groups, rather than have one large open effect. This plan not only makes the larger room more comfortably functional, but is more interesting from a decorating angle. In our problem room, for instance, which is slightly larger than average, note that we have two definite conversation groups when wanted, or an arrangement where it is not impossible to be congenial in one larger group. The fireplace grouping is one, and the sofa, adjacent chair and the desk chair (easily turned about) for the second group—two distinct groups which readily merge into one complete conversational circle. So you may be sure that if you have a room that is topsy-turvy with the advent of a few guests it needs a new arrangement.

A large sofa, or several large chairs with their backs too close and blocking the entrance of a room, always seem inhospitable—especially if you feel that you must climb around all this mass before you have the remotest chance of sitting down. Although in our rearranged room we have backed the love seat to the entrance, there is sufficient space between not to give an awkward effect. Further-

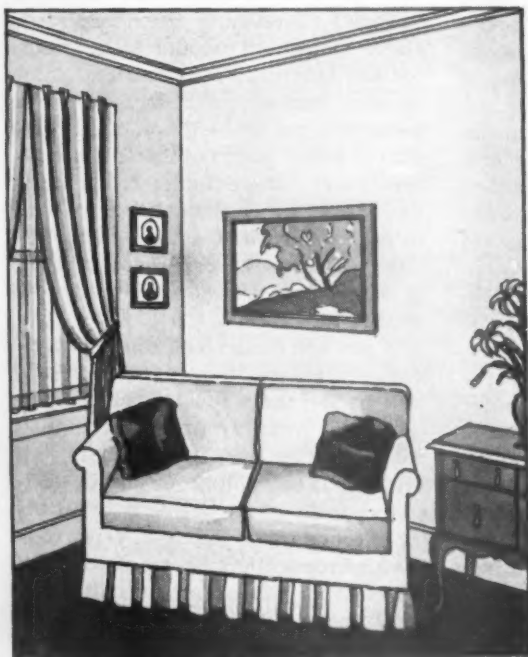


Large pieces should be parallel to the structural lines of the room

more, the other sofa and near-by chair are easily accessible for a quick seating, so that we are justified in doing this.

**ALTHOUGH** this example room does not have a piano to contend with, pianos are often troublesome, so let's include one anyway. The grand piano is not hard to take, in a large room, but in the smaller room it's another story, for you *never want one large piece to dominate the whole room*. If you place a grand piano "kitty-cornered" in an average room it will have an elephantine look and seem to overlord everything else around it. Yet if you put that same piano with its straight side against the wall (see illustration), even though you have to sacrifice a longer wall space, you are still ahead of the game. Not only will the piano fit into the general scheme of the room this way, but you can always use the curved side of the piano as a flank for a chair and little table, or even a small grouping of two chairs with a table between.

The upright piano is, of course, generally less difficult to place. Yet if you have one of those rooms with all windows, doors, and a fireplace to boot, you are at your wit's end to know what to do with it. I've known of several cases where this "wall-less" difficulty was overcome by covering the back of the piano with an attractive tapestry or India print and



This arrangement has a restless effect and cuts off a corner of the room



# FOR HOMEMAKERS

placing the piano at right angles to the wall. Or, you might easily have the piano parallel to the wall, but with the back facing out. This arrangement makes an excellent background for a low desk, sofa, or chair grouping and is really smart.

But even if you are not confronted with the lack of a good wall space for your upright piano, why have your living room just like every one else's? Instead of leaving your piano in the usual static and uncompromising position why not dare to change it to one of these more diverting away-from-the-wall treatments? If it has been stolidly standing in one position ever since you moved in, isn't it time for a change? Of course you can't move seven or eight hundred pounds around as easily as you can say "Jack Robinson," but with a little planned assistance from friend husband (and maybe a kind neighbor, too) you will soon find one of these *different* arrangements that will give your room a certain zest it never had before. And you'll be amazed at the improvement in the tone of the piano once it is away from the wall. Happily this piano-moving business is satisfactory from both the decorative and the practical angles.

**PLAN** for a free and easy passage-



One of the simplest arrangements for taking care of the grand piano

way through the room. Nothing is more disturbing to the general good temper of the family than perpetually to have to move things in order to close a door, or to stub toes over a half dozen items in passing through a room. There is really no reason why a table should be isolated in the center of the room, either. It gives a cluttered look and wastes space, and in these days of ample artificial light it is no longer necessary for the entire family to edge close to the one lone lamp. And speaking of lamps, good lighting is an integral part of good furniture arrangement. Proper illumination for night as well as day is probably more important to good health than most folks realize, or else why would they be so inconsistent and thoughtless in providing ample lighting for easy reading? Notice in our rearranged room that wherever you may care to sit you will find ample light accessible for night reading. (The small circles on the tables in the illustrations indicate lamps.) During the day the secretary is lighted from the correct left-shoulder angle, and there is a chair at the window for reading should the day prove to be a dull one.

Try to have your large and heavy pieces of furniture nicely distributed about the room. All the heavy pieces at one end and the light ones at the other gives you the effect of a slight child being held up in the air on a see-saw as the heavier child holds one end of the board down.

This doesn't mean just to alternate first a heavy piece and then a light one all around the room, but rather it means a comparatively equal distribution of weight in the mass effect. For example, a very heavy table might better have a substantial chair as a companion piece rather than one so slight in comparison as to seem frail in juxtaposition to it, for that is not good grouping. Then this one heavy grouping can easily be offset by another, say of three

pieces, even though they be of lighter scale, for the added piece gives the needed weight to the mass effect.

It isn't only weight, however, that should be distributed and balanced, but it is the high and low pieces as well. Several pieces of the same height strung along any one wall of the room tend to monotony. This goes for the *highs* as well as for the *lows*. If you have a secretary and sectional bookcase that you must have fairly close together, try to break up that over-emphasis of the high vertical lines with something lower and horizontal in between. And, vice versa, if you have several low things you must necessarily put close together you can always build up height with a well-placed picture over the center one, but obviously not the same size picture over all three. You should think of your room as a complete design in working out the individual problems. But in following all these principles of good arrangements don't go to extremes (unless, of course, you want it so) of having everything in stiff, formal, bi-symmetrical order. After all, the main purpose of home is livableness and comfort, and unless your home has these qualities it isn't well decorated, nor can you justifiably call it a *home*. One of the most important principles of good decorating is that each room must first of all fulfill its function or use. For, regardless of how unique it may be, if it fails in that one respect it just isn't good decorating. And speaking of rooms functioning, the living room, above all others, should be arranged for the comfort of the entire family. If your husband, for instance, is a voracious reader and an inveterate pipe-smoker, why not have his magazines and matches handy to his favorite chair? It may seem almost too trite to mention such a simple thing, yet often we housewives are overzealous in one respect and not solicitous enough in others.

If you are fortunate enough to have a nice fireplace in your room it may well be the main focal point of interest. Start your groupings from that point. But, on the other hand, if your fireplace is one you never use, or is architecturally unattractive, why feature it? Perhaps you have a view from your windows that is one of the chief joys in your life, so make it the focal point, instead. But you can't very well do this if you are going to shroud your windows with curtains that must always be (Continued on page 33)

# TWEEDS AND PLAIDS FOR SCHOOL

by Barbara Schwinn



● The young lad (top-left) sports a three-piece English-cut suit, equally attractive without the coat; having straight, short trousers and a double-breasted jacket. Very smart in West Point blue with bright accessories of white, light red, and navy.

● A triumph in chic for the ten-year-old is a yellow and brown cape coat in tweed, adaptable for school or dress with the removable cape (center-top).

● A green and brown plaid of cravenetted wool (top-right) makes a very swagger coat, as water resistant as rubber, yet as pliable and wearable as tweed.

● The older boy will like the durable brown check suit with plain rust tie and socks, beige shirt and cap, blending attractively with autumn coloring (bottom-right).

**C**ONSIDERING that children have definite personalities, clothes should be purchased or made with that thought in mind. Children of the ages illustrated have quite a few ideas concerning the types of apparel they wish to wear.

The choice of their clothes should be influenced by whether they go to public or private school, live in small or large towns, are reserved or extremely active. In some cases, chic clothes are excellent but most children need rougher, more informal wear.

The successful wardrobe is built around a smart color scheme which the wearer really likes. It's wise to remember, too, that rough or patterned materials stand more wear and don't spot as easily as smooth-surfaced or plain goods. And finally, youthful clothes should be planned to adapt themselves to changeable weather.

● Miss Eleven Years finds her coat excitingly like Mother's own, yet very youthful. And those dashing revers can be buttoned snugly under the chin. Lovely in deep red knobby wool with matching skirt and contrasting beret and sweater of turquoise (bottom-left).



### • A Program of Action

by Agnes Samuelson

**T**HE National Congress of Parents and Teachers has always championed the cause of childhood. This has not been done through fantastical objectives remote from actualities but by definite projects to promote high standards for the home, school, and community. At the same time it has sought to safeguard the whole environment of growing children and youth to the end that their development may be enhanced to the fullest possible extent. The resolutions translate the ideals and purposes into a program of action.

Let us take a look at the 1935 resolutions. Never in thirty-eight years of parent-teacher history have they been more significant. They gear into vital issues affecting the security of today's as well as tomorrow's children.

Educational opportunity for all—that is the alpha and the omega of the whole Congress program as expressed in its latest resolutions. That is our American philosophy of education. It is the principle which has guided all the great developments in education thus far achieved. As long as we follow its banner we shall be moving in the right direction. To abandon it is to threaten democracy. A critical educational problem faces every state at the present time. While intensified and spotlighted by emergency conditions, its causes are of long standing. All important problems in education center around equalization of opportunities, whether they have to do with the home, the teacher, the physical plant, the curriculum, the program to be offered, special services, or funds. All roads lead to it.

The stress laid by the resolutions upon the home as the basic institution for the cultivation of right social attitudes and conduct is welcomed. The emphasis placed upon studying money management, health opportunities, information about temperate living, educational motion pictures, library service; utilizing radio for the furtherance of adult education; urging better broadcasts; safeguarding life from traffic accidents; and developing world-wide friendliness is very pertinent to Congress objectives. So is the expressed desire for better integration of the activities of home, school, community, and church in the interests of home training, recreational and cultural leisure-time activities, and spiritual programs for youth. The special attention thus given to the educational guidance of youth both in and out of school is certainly tuned to present needs.

There is nothing nebulous about this program of action as set forth in the resolutions of nearly a thousand Congress delegates. It gets down to grass roots. Its fruition will lead in the direction of life, liberty, and the pursuit of happiness.





## The Friend that Hurts

**N**OBODY welcomes pain. Yet it can be a friend in disguise.

Without a sense of pain to flash "Stop!" at the first hint of physical injury, we would be constantly burning, cutting or otherwise harming ourselves.

Without pain's insistent "Do something about it!" when things go wrong inside the body, many serious conditions would not be discovered until too late.

Yet many people fail to recognize that pain is a *warning*. The natural impulse is to regard it simply as something to be stopped—rather than a signal that other things may be radically wrong.

And this is a mistake that sometimes proves serious. For, when pain is dead-

ened by self-treatment, one can easily be lulled into a false sense of security. The warning has been stopped—but the trouble continues.

Moreover, pain has a mysterious side that makes self-diagnosis doubly dangerous. Some pains are "*referred*" or "*sympathetic*" pains. That is, they occur in one part of the body, but are caused by disturbances in an entirely different part.

For instance, headaches need not start from trouble in the head. Frequently the primary cause is to be found in remote parts of the body; a headache is not uncommonly the first symptom of one of the infectious diseases.

The stomach, too, is more often the seat of *pain* than of *disease*. Frequently

when pain evidences itself there, it is because of trouble in the heart, appendix, intestinal tract or other part of the body.

When a pain persists, or recurs frequently, there is only one sensible thing to do . . . *see your doctor*.

He can nearly always relieve your pain. What is more important, he can usually trace it to its source. And having located the trouble, he can take the necessary steps to correct it.

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# IT'S UP TO US

## What Children Do

by Alice Sowers and Alice L. Wood

Illustrations by IRIS BEATTY JOHNSON



Son: But I don't want to be a lawyer.  
 Father: You're too young to know, Allen.  
 Here, I've checked the course I want  
 you to take. I know what is best for you.



Son: I'm not real sure I want to be an  
 engineer but I'm good at math and I  
 like to draw.  
 Father: Suppose you make out your course  
 to include those subjects, Charles, but  
 keep it general enough so you can  
 change it later if you wish.

### Charles Is More Apt to Succeed

#### Because

He will be doing the things he likes to do and following his own interests and desires. Boys who are fourteen or fifteen years of age like to decide things for themselves, but they usually welcome advice and suggestions, if tactfully given, to use in making their own decisions. Charles is also more apt to succeed because he feels he can do well in his work. A sense of achievement is a powerful reward. The promise of success, combined with satisfaction in doing what he wants and likes to do, will help him succeed. Allen, humiliated because he is treated like a child and resentful because his wishes are not consulted, is apt to be defeated at the outset. The chances that he will have a successful and happy school year are small indeed.

### WEEDS IN THE NUTRI- TION GARDEN

(Continued from page 11)

the alimentary canal, if they happen not to be completely digested in the upper portion of the digestive tract.

Thus the digestion of starch is started by saliva in the mouth and continued for a little while in the stomach. It is stopped when the food becomes thoroughly mixed with the acid gastric juice secreted by the stomach, but is taken up again and carried to completion by digestive fluids in the intestine. Starchy foods have to go through an "acid bath" in the stomach regardless of what type of food they are eaten with, or even when they are taken alone. However, this merely interrupts their digestion, which is efficiently finished in the intestine later on. So you can mix your starches and proteins without fear of bodily harm—as Nature has combined them in some of our best foods, such as milk, the grains, and legumes—but be sure to chew starchy foods well to mix them with saliva and thus allow their digestion to get a favorable start.

Another bogey is the fear of taking acid fruits in the same meal with either starches or milk. The normal digestive juice secreted by the stomach is always strongly acid in reaction, so acid that the mild acidity of a little fruit juice is not worth bothering about. True, the acidity of the stomach contents will cause milk to curdle and will stop for a time the digestion of starches, but this happens with or without acid fruits and does no harm. Milk would tend to pass out of the stomach too quickly if it remained fluid, and starch, as we said above, is normally digested chiefly in the intestine.

What about that much maligned food, milk? Is it fattening, or is it constipating, as we so often hear people say? Nutritionally, milk is one of our most useful foods—a purveyor of excellent quality proteins, of much-needed minerals like calcium, and of health-promoting vitamins. When even babies can digest it, why do so many adults claim they suffer ill effects from drinking milk? Frankly, because they often prefer other foods and so find many excuses as to why they cannot take milk. It is no more fattening than any food which carries the same number of calories (amount of energy). An ounce of milk furnishes about as many calories as an ounce of fresh apple, yet I never heard any one accuse apples of being fattening. If milk is boiled, the curd formed in the stomach is finer and more completely digested, so there is less residue left from it in the intestine and boiled milk would be constipating if fruit and vegetables were not included in the diet. Unheated milk, on the contrary, forms larger

curds and may leave quite a bulky residue in the intestine.

SO, one by one, myths and prejudices about food must go, but they die hard. Theories about toxins are some of those dearest to our hearts. One would imagine the colon were a veritable cesspool, to hear some people talk. Of course bacteria will thrive if food residues are allowed to remain there too long, and certain strains of bacteria cause putrefaction of protein with the formation of bad-smelling gases. But many of the so-called "toxins" either are not toxic, are not absorbed into the body in any appreciable amounts, or are converted into harmless substances by the liver, later to be excreted in the urine. Thus the body can protect itself quite well against "auto-intoxication," which has been supposed to be responsible for so many ills. If people would look after intestinal hygiene and eat enough "roughage" to insure a thorough emptying of the colon daily, worries about toxins could be laid aside.

Lastly, how about "acidosis"? All the billboards tell you to "alkalize" and there is a great deal of talk about troubles supposed to come from "an acid system." On the other hand, you are told that long fasts will cure disease by allowing the body to rid itself of "poisons" and products of "acid fermentation."

We would be in a bad way if all these things were true. They are fanciful ideas invented by unscientific people to account for conditions which they do not understand. The body has first, second, and third lines of defense to protect it from becoming too acid—reserves of basic substances to pair off with (or neutralize) the acid, and buffer substances, too complicated to explain, which efficiently prevent the blood and tissues from becoming acid in reaction. Starving is one of the best ways of producing a real acidosis in the body, so that long fasts may be dangerous. If one takes a balanced diet, the base-forming fruits, vegetables, and milk will offset the effect of acid-forming foods like meat, eggs, and cereals. Alkalize normally by taking plenty of vegetables and fruits; then enjoy your food without worrying about after-effects.

## A COMPLETE INDEX

of the 1934-35 volume of the  
NATIONAL  
PARENT-TEACHER MAGAZINE

which was completed with the  
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# WATCH OUT, HE EATS AT



# DAD...!

## MOTHER'S TRAINING TABLE

**S**ELECTING food for a varsity training table is a responsible job. But it doesn't compare with mother's responsibility! The youngsters at *her* table are in training for a contest far more grueling than any sports events—the contest of life itself.

In feeding your family, particularly the younger members, vitamins and minerals are vital requirements. Beginning with pureed infant foods at the fourth or fifth month, canned foods can help you meet these requirements all through the growing years. For canned foods are *sealed-cooked*—cooked within the can after the can is sealed—a process that conserves in high degree important food essentials.

Vitamin C *especially*. When you cook fruits and vegetables in an open vessel (as you must when you cook at home) vitamin C is liable to destruction by oxygen in the air. But in the canning process, the cooking is done after most of the air has been removed from the can.

Hence vitamin C is afforded a high degree of protection.

Minerals, too, that are soluble in water can also be lost by the home method when cooking water is poured away. But in canned foods, only a limited amount of water is used, and these soluble minerals remain within the can.

### *Here's a Booklet You'll Want!*

The 1935 edition of "The Canned Foods Handbook" is just off the press. In it are published the answers to 37 questions about canned foods most frequently asked by dieticians—questions and answers you will find extremely interesting and informative. A copy of this booklet, accepted by the Committee on Foods of the American Medical Association, will be mailed to you on request. Address: Home Economics Dept. N-9, American Can Company, 230 Park Ave., New York City.



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## THE CHILD'S ENJOYMENT OF MUSIC

(Continued from page 9)

Parents who have encouraged a normal growth of musical enthusiasm in their children will generally find it easy to persuade them to take the art a little more seriously, even to the extent of practicing daily; and if no particular talent is evident, why insist on practice at all? There is no reason on earth why any average child should be expected to become a really good musician; but there is every reason to believe that the same kind of child can easily acquire lifelong habits of listening and a permanent enjoyment of music in its highest forms by simply being allowed and encouraged to develop his natural enthusiasm in a normal fashion.

Whether or not this will be accomplished rests almost entirely with the parents. If they are themselves insensible to beauty, or too lazy to make the necessary effort, the child's enjoyment of music will be limited; and there will occur once more the absurdity of asking a child to start taking music lessons when he has had no background whatever, no experience, no encouragement. It is exactly like asking a totally inarticulate human being to learn to spell and write a language which has never been learned by ear, either by talking or by listening.

For some strange reason parents continue to expect music teachers to perform this miracle of turning a tone-deaf little animal into an interpreter of the subtlest of all the arts. They overlook

the fact that they themselves are potentially far more important to the child's musical life than any professional teacher, for they have access to the child at the time when he is most susceptible to impressions of all kinds, and when all his best instincts can most easily be aroused to practical expression or killed off by neglect.

The art of enjoying music is equally important to parents and to children; and if they learn from each other, as they can, we may in time look forward



Dr. Spaeth explains the sound patterns in a tune for one of his young friends

to something more than the present 1 per cent of musical literacy in America.

## WHEN BIG SISTER CARES FOR BABY

(Continued from page 7)

there is no faintest taint of child labor pertaining to the task required; second, that the duty of caring for a younger child is not accepted as a part of the regular household tasks and chores, that it is placed in a class by itself, as outside work; and third, that as such it is paid for.

This is the way the Redding family have worked the thing out. It seems to me that the results of their plans are almost ideal.

Marjorie and Jay Redding have three children. Junior and Ellen came first. The baby, Billy, and the depression arrived simultaneously and not planned for. Marjorie wasn't well after his birth, and the family income was

so anemic that a maid was out of the question. Junior is fourteen. He is in high school; he is a Boy Scout and he helps in a neighbor's garden for pocket money; there are also outdoor chores for him to do at home. Marjorie herself is doing most of the housework, the washing and ironing, and she still tires easily. This leaves the baby and Ellen, aged twelve.

Marjorie looked at her wiry, nervous, rapidly-growing daughter and heavy, placid baby and wondered. Then she came to a decision. She said: "We all share the home; therefore, we'll all take our fair share of caring for it. We each make our own bed as a matter of course and you'll help me

dry the dishes. Junior will burn the rubbish and mow the lawn, and on Saturdays you and I will do a little baking in the morning and some housecleaning. But now about the baby—taking care of him's an extra, and it will cut into your playtime. Silver polishing is extra, so is preparing the fruit for preserves, and washing out the tea towels and the dusters. Look here, let's figure up how many hours you can give up each week without keeping you indoors too much, and without overtiring you, and I'll pay you for that time."

They tried it for a while and it worked. Marjorie couldn't always pay in money. But she could and did say, "Ellen, the baby wasn't a bit of trouble to me this week. You may have breakfast in bed Sunday morning; or you can have two friends in to supper or three to afternoon tea." She could and did say, "Your taking baby to walk yesterday and doing all the dishes instead of only drying them gave me time to rest, so I'll make over my white dress for a party one for you." And when she could, Marjorie gave Ellen a fixed small sum for her savings account or for extras which she wanted. This wasn't bribery. It was payment and fair payment. It didn't allow Ellen to feel "put upon" and it was an incentive to her to do the work cheerfully and to the best of her ability; for if she slacked or was imperious, there was naturally no pay.

There were definite rules to the game—for a really pleasant game was what the task soon became—rules to protect both sides. Ellen was not supposed and indeed not allowed to lift Billy. She was not required to bring him up. Any insubordination she was encouraged to cope with as patiently as possible but real trouble was instantly reported to her mother. This was not tale-bearing and brought no trouble to either the baby or his young nurse. It was a report and Marjorie discussed it as such. She asked Ellen's advice whenever she could. "Don't you think we might cut Billy's curls soon?" "How about overalls for him this year?" "What do you suppose makes him so afraid of dogs? Why not try bringing over the Pierces' puppy and seeing if we can get him used to it?"

Ellen began to have a real proprietary sense of pride and protectiveness about her small brother. She would bring him in with, "Look, Mother, I've taught him A. B. C.!" or "Mum, I got him to take a nap today without any fuss at all. I just gave him his picture



book and I said 'Ellen's going to shut her eyes, too.' " His devotion to her flattered her and touched her; it made her want to set him a good example. She learned why he had to be cared for in just such a way. She wasn't made to give up everything for him and when she wasn't caring for him he wasn't permitted to bother her. He was, in other words, not a burden but a job and as such, very literally, a pride and joy. In this manner, Marjorie did away with a resentment which might easily have curdled in time into dislike and a budding sadism. She built something and she got relief for herself without destroying real values.

We can all do this. If not exactly as Marjorie Redding has done; still in some just and constructive manner. We have no right to take for granted that our half-grown children should begin where we leave off with our younger ones. We have no right to expect them to have patience and wisdom and a flair for self-abnegation where our own gives out. And we certainly have no right to endanger thoughtlessly one tiniest bit of the physical health or development. But we can help them to help us and their aid, if justly and intelligently arranged, will tie the whole family together with enduring ties of mutual helpfulness, gratitude, and respect.

There seems to be no reason why an older child shouldn't care for a younger one—as long as the rights of both are jealously preserved and protected. It is a situation which requires a great deal of careful planning and earnest thought, but it is, at the same time, a family arrangement that can be very rich in rewards to both co-operating sides.

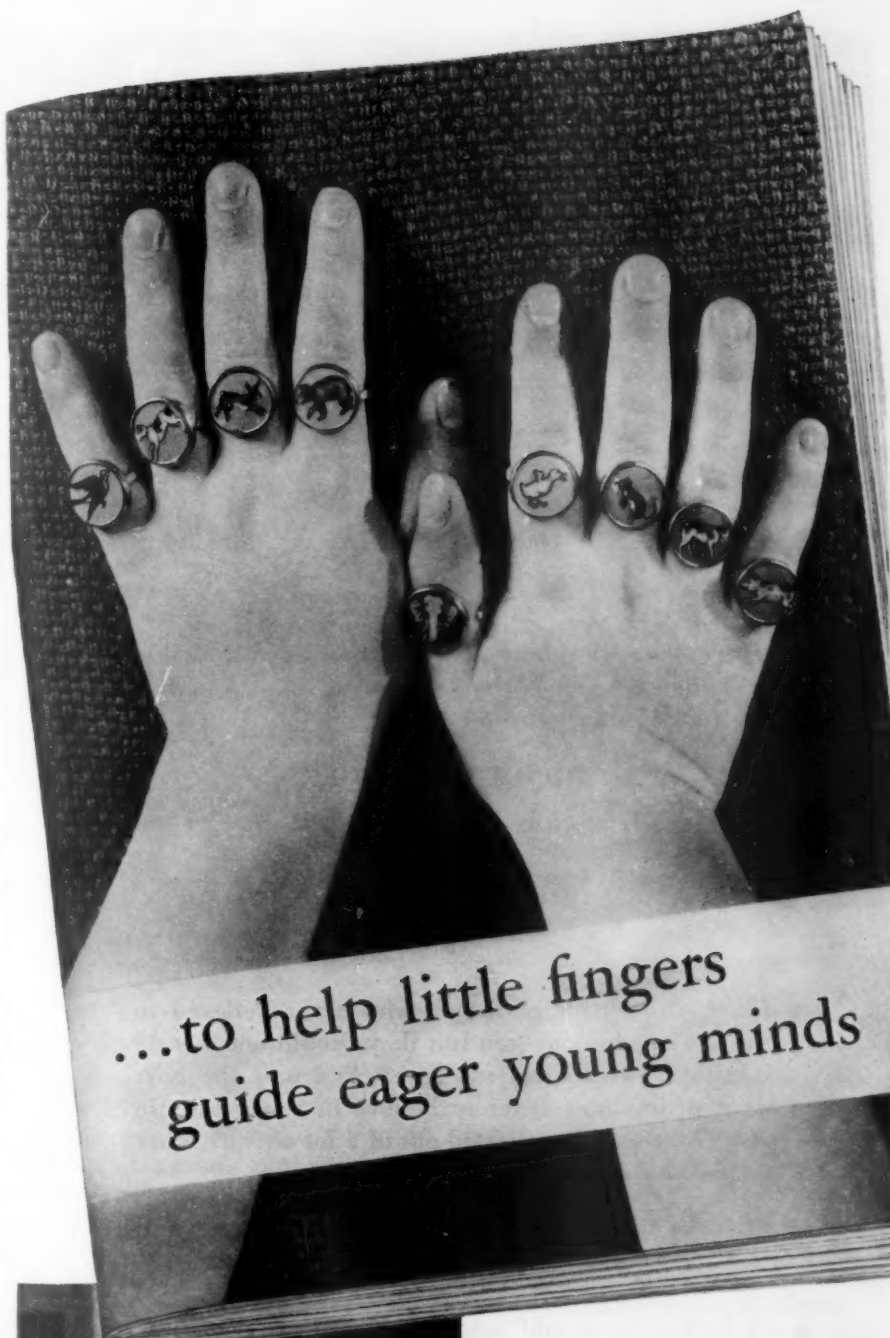
## THE ROBINSON FAMILY

(Continued from page 17)

which he belongs. This is admirable in its way, but it has its drawbacks. It sometimes happens that a boy's enthusiasm will outrun his judgment; he will pile up on the top of his academic work too many recreational and social activities. The result is that he is under a nervous strain of which he may not be immediately conscious.

No doubt Jack will have an adviser at college who will help him to plan a suitable program, but even so he will find himself more responsible for his own well-being and for budgeting his time than he was even in his senior year at high school. I shall seek an opportunity to remind him that health is necessary as a basis for success, and that health is not maintained by excesses of any sort—whether of work or of play.

Next Month:  
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guide eager young minds



Introducing the new  
Corona "Animal Keyboard"—a portable typewriter made easy and inviting for little children to operate *correctly*.

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# Mothers!

- *Have you*—children who are disrespectful to you, when you tell them to do something? If so, you'll want to see

**KEITH AND RAY ARE  
NOT RESPECTFUL**  
*which will be discussed  
in the*  
**OCTOBER ISSUE**

- *Have you*—children of three who fuss at the table, and show off when friends drop in? If so, you'll be interested in a discussion of why

**SIDNEY SHOWS OFF**  
*which will be discussed  
in the*  
**NOVEMBER ISSUE**

- *Have you*—boys of fifteen who never believed in Santa Claus because you felt they should not be told something which was not true? And now the boys want their young sister to believe in Santa because they feel they were cheated out of a lot of fun! What should you do?

**BE SURE NOT TO MISS  
THE DECEMBER ISSUE**

- *In fact*—you should not miss a single issue of this helpful, interesting, and attractive magazine, for every issue is full of dependable advice and information needed by mothers of growing children.

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## BULLETIN BOARD

September 15-26—Third Pan-American Red Cross Congress, Rio de Janeiro, Brazil

September 25—First Program, Parent Education Radio Forum, 1935-36, sponsored by the National Congress of Parents and Teachers

September 30-October 4—Twenty-First National Recreation Congress, Chicago

## IN MEMORIAM

**M**RS. J. SHERMAN BROWN, of Littleton, Colorado, former Third Vice-president of the National Congress of Parents and Teachers, died at Denver on July 2, as the result of injuries incurred in an automobile accident early in June.

Mrs. Brown was born in Littleton, Arapahoe County, Colorado, and has resided continuously in that county, where she was known and loved as a tireless worker for high standards of education. She taught for many years in the Littleton and Denver schools, and served as superintendent of Arapahoe County schools from 1928 to 1930. A teacher's life certificate was presented to her in recognition of her outstanding service to education.

Her services to the Colorado Congress and the National Congress were many and varied. She was a member of the National Board of Managers for eight years, serving two terms as president of the Colorado Congress and two terms as third vice-president and director of extension for the National Congress. She was on the state library board, the board of the blind home, and had been a member of President Hoover's White House Conference on Child Care and Protection.

As Mrs. Langworthy said, in her tribute to Mrs. Brown in the *National Congress Bulletin*:

"Mrs. Brown was one of our most valuable vice-presidents for four years and while she was not now on the Board, her influence will be felt as long as her name is remembered.

"She was a woman of great beauty of character; kindness of soul; courage in difficult situations and a high form of intelligence. Mrs. Brown was of great value in any life situation; her service to us will be of lasting value."

## BOOKS FOR BUILDING STONES

(Continued from page 19)

the Colosseum—with all that signifies. The knowledge which it disseminates and the spirit it inspires may be more enduring, and, considered in practical terms, more immediately useful in sustaining the life of the community.

These contentions will doubtless be admitted by those who stop to take thought about the matter. Nevertheless it is a fact that in times of prosperity the American people are not great book buyers on public or private accounts. And in time of depression, when more millions of public funds are poured out for roads, buildings, and other material things, amounts less than normal are supplied for the maintenance of competent teaching in the schools, and the mere dribblets normally applied to the purchase of books for schools and for town and school libraries are radically reduced. While public ostentation continues unabated, millions of dirty, torn, dog-eared books, out of date and unattractive, are placed into the hands of children in schools and libraries.

But after all, it will occur to most of us, on second or third thought, that the men and women whose life and work are an inspiration and benediction to us have not been the men and women who lived in the biggest houses and drove the fastest cars over self-liquidating public works. They have been, in some decided way, associated with the knowledge and thought of the world—knowledge and thought manifest in the spirit and in outward and visible signs.

## A COMPLETE REVERSAL OF THINGS

(Continued from page 22)

pushed back in order to see out. Nor should you block the passageway to the windows so that you cannot go up to them for a full view.

If you have too much furniture for your room, store it rather than crowd it all in. It is always refreshing to change a piece now and then, and breathing spaces are essential for your peace of mind. So by remembering our breathing spaces, simplicity, well-balanced groupings lined up with the architectural lines of the room, and all those other pointers we have talked over together, plus a generous dash of your own individuality, you can pull any room out of the doldrums! For no matter how simple your things may be, with this little extra thought in arranging them, your home can be a happy place for your family, and one where your friends like to linger and where you will be proud to have them stay.



*The Filmosound 750-Watt Sound Movie Reproducer in use in a Chicago science classroom*

# STUDIES IN LIFE

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**Filmosound**  
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*Hans Marr as William Tell, Detlef Willecke as his son, in the Filmosound Library film of the old Swiss legend*

The heroism of William Tell, against an authentic background of 14th Century architecture, character, costumes, scenery—presented for your children in their own schoolroom by famous European actors in brilliant, realistic *sound movies*! This is just *one* gift out of hundreds you can give them with the Bell & Howell Filmosound 16 mm. sound movie reproducer.

So simple in operation that a child can learn to run it, so true and lifelike in its reproduction of pictures and sound, so inexpensive to own or to rent, the Filmosound and all its use implies should be the next major consideration of every P. T. A. group.



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the makers of the cameras used in Hollywood studios, this new Filmo gives its professional results with amateur ease. See your dealer about it today or write Bell & Howell Co., 1822 Larchmont Avenue, Chicago.

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MOVIE EQUIPMENT FOR SCHOOL AND HOME



## Coming in October

### Are Country Children Different From Their City Cousins?

by Agnes E. Benedict

Most problems of child training are to be faced in the country just as they are in the city—and in many cases solved in the same way. But naturally there are situations peculiar to rural conditions. This article takes up some of the latter and advises parents what to do about them.

### Education Can Change Intelligence

by Beth L. Wellman

For many years we have heard that a child's intelligence, as rated by an intelligence test and stated as the well-known IQ, was static and could not be changed. Recent tests, however, have proved that sound educative measures, begun early enough, can change a child's intelligence. This article explains the recent findings on the subject. It will be of great interest to parents and teachers alike.

### Turning the Light on Home Lighting

by Hugh Grant Rowell, M.D.

Dr. Rowell points out the relation between good light and good health, good eyes, good growth and development, and human happiness. More important still, he tells what constitutes good light and how it can be achieved in the modern home.

### The Well-Managed Home

by Dora S. Lewis

A well-managed home runs smoothly because of division of work and responsibility, simple and beautiful equipment adapted to needs. This is an important subject, and one which you will want to study as it is presented in the second article in the Parent Education Study Course called "The Progressive Home."

## HELPS FOR STUDY GROUPS

by Ada Hart Arlitt

### Parent Education Study Course: The Progressive Home



### ● FOUNDING A FAMILY

by Ernest R. Groves

(See page 12)

#### I. Points to Bring Out

1. The happy family is one that has been fused through fellowship into a united group. Dr. Groves calls it "a oneness." Comradeship is fundamental.

2. It is not wise for the home to be so much of an emotional sanctuary that a man and a woman become insensitive to people outside the family and to their social responsibilities.

3. It is possible so to overwhelm a child with loving that his growth is interfered with. Independence and initiative need to be developed so that the child may be set free to become mature.

4. Today's world has in it many resources on which the family can call and none of these will furnish better help than the scientific material on child care and training which has been developed during the past few years.

#### II. Problems to Discuss

1. How far can one member of the family "develop his personality" at the expense of the other members of the family? How far should children be left free to develop?

2. What difficulties in adjustment may grow out of too close an affection within families? To what extent should a family build its life around its own needs as against the needs of the community in which it lives?

3. Modern life makes so many demands upon the home that it is difficult for many individuals to spend adequate time under their own roofs. What are some ways in which a balance can be kept between outside demands and the demands of the home?

### Helps in Forming and Directing Study Groups

**S**ELECT a chairman for the study group. This leader will thereafter have charge of the programs for the year.

The leader should have two vice-chairmen: one to see that the books and pamphlets to be used are at the place of meeting, and the other to have charge of attendance.

The article should be read by every member in the group before the meeting. There should be a sufficient number of magazines to make this possible. If the number is insufficient, the leader may read the article aloud to the group. The leader should then present the points to bring out. After these points have been discussed, each problem should be presented to the group. Paragraphs from the article may be read aloud if this procedure is necessary to make the answers to the questions clearer.

For aids in carrying on group discussion, see the *Parent Education Third Yearbook*, published by the National Congress of Parents and Teachers, 1201 16th Street, N. W., Washington, D. C. \$1.

## CONGRESS COMMENTS

**DR. ADA HART ARLITT**, Parent Education chairman of the National Congress, recently gave a series of talks at the University of Omaha. She appeared twice on the program of the American Home Economics Association Convention in June.

Miss Marian Telford, National chairman of Safety for the Congress, and Consultant in Child Safety and Director of Field Activities for the National Safety Council, conducted a six-weeks' course in safety education at the University of Delaware, beginning June 24.

Mrs. S. P. Nanninga, President of the New Mexico Congress of Parents and Teachers, presided at one of the sessions of the conference on adult education under the auspices of the State Department of Education and the University of New Mexico, held at the University at Albuquerque, June 28 and 29.

The semi-annual meeting of the Board of Managers of the National Congress of Parents and Teachers will be held at Rapid City, South Dakota, September 17 to 19.

The mailing list of the National Congress Bulletin has been expanded to include council and district presidents who send 20 cents to the National Office with the request that their names be added to the list. The Bulletin was formerly distributed only to state and National board members.

The sixth annual parent-teacher institute was held at the University of Alabama, June 24-26. Panel discussions, chorus singing, and addresses by prominent educational leaders were features of the program. Mrs. James Fitts Hill, President of the Alabama Congress, reported on the National Convention in Miami.

In line with the new curriculum studies which are being offered to Mississippi teachers this summer, the State Teachers College at Hattiesburg offered a six-weeks' credit course in parent-teacher work. Three weeks of the course were taught by Mrs. C. C. McDonald, President of the Mississippi Congress, Mrs. I. A. Rosenbaum, and Mrs. C. C. Clark, State Congress Vice-Presidents. Mrs. J. K. Pettengill, First Vice-President of the National Congress, taught the class for two weeks beginning June 10.

Mrs. J. K. Pettengill had a busy week as the official representative of the Congress at the National Education Association Convention in Denver. At the opening general session, she took part in a forum discussion on "Needs

of Adult Education," led by the United States Commissioner of Education, J. W. Studebaker; presided at the joint session of the Congress and the Department of Deans of Women, in which the following Congress leaders participated: Mrs. A. B. Shuttleworth, Fourth Vice-President of the National Congress; Mrs. H. C. Bradley, President of the Colorado Congress; and Miss Charl O. Williams, School Education chairman for the Congress; presented a paper on "The Relation of Today's Youth with the Homes of Tomorrow" at the joint session with the Department of Secondary Education; participated in the Conference of High School Associations on "Cooperation of High School Associations in Connection with the Solution of Youth Problems of Today"; presided at the meeting of the Joint Committee of the National Education Association and National Congress of Parents and Teachers; and spoke briefly at luncheon meetings of the Deans of Women and the National Vocational Guidance Association.

Mrs. H. C. Bradley, President of the Colorado Congress, presided at the Conference of Lay Friends of Education, and the following Congress leaders took part in the panel discussion: Mrs. Emmet C. Stopher, President, Ohio Congress; Mrs. Charles F. Pye, President, Iowa Congress; and Dr. Joseph M. Artman, Character Education chairman, National Congress.

The book, *Our Public Schools*, published by the National Congress of Parents and Teachers, will form the basis of a unit of study in the senior class of the Fitzgerald, Georgia, High School, according to an announcement of the school board sent to the Congress by Mrs. Charles D. Center, President, Georgia Congress of Parents and Teachers.

Believing that the students should know something of the history, method of support, administration, and value of the public school in the social order, the school authorities have introduced this unit of study as a part of the course in citizenship.

The third annual Parent-Teacher Conference at the University of Maryland was conducted at College Park, July 8 to 12, under the leadership of Mrs. J. K. Pettengill. Miss Clarice Wade, Publicity Secretary for the Congress and contributing editor to the NATIONAL PARENT-TEACHER MAGAZINE, conducted classes in publicity and news writing.

Miss Agnes Samuelson, State Superintendent of Public Instruction, Des Moines, Iowa, was elected President of the National Education Association at the Denver convention.

Parent-Teacher Week will be observed by the Missouri Congress the last week in September for the purpose of bringing about a more definite understanding of the objects of the parent-teacher movement and enlisting the services of interested citizens in its program and activities.

# "COME OUT OF THE KITCHEN MOTHER!"



"THERE'S so much puttering around with pots and pans in our house, that I hardly ever get to see my mother! She should spend more time with me, and less in the kitchen. I'm growing now. Somebody has to teach me how to play and think and act.

"I think I'll tell mother that Heinz Strained Foods taste better to me than most of the foods prepared here in our house. They even look better; the fresh color just seems to make me hungry, and I'll bet that Heinz cooks know just as much about straining and cooking vegetables as my mother does.

"Besides, I heard the doctor say that Heinz Strained Foods have been officially accepted by the American Medical Association's Committee on Foods—meaning that in vitamin and mineral retention, Heinz Strained Foods are all right with the doctors. Mother!—come out of the kitchen a moment while I tell you . . ."



# HEINZ 57

## STRAINED FOODS

9 KINDS — 1. Strained Vegetable Soup. 2. Peas. 3. Green Beans. 4. Spinach. 5. Carrots. 6. Tomatoes. 7. Beets. 8. Prunes. 9. Cereal.

### GET THIS BABY DIET BOOK

This new book "Modern Guardians of Your Baby's Health", contains many up-to-date facts regarding the various vitamins and mineral salts. Also information on infant care and feeding. Send labels from 3 tins of Heinz Strained Foods or 10 cents. Address H. J. Heinz Co., Department NP209, Pittsburgh, Pa.



## HOW TO CONDUCT THE P. T. A. MEETING

THE following schedule for a parent-teacher association meeting is developed from the one recommended by the National Congress of Parents and Teachers. The local Congress units which model their programs on it will find that they have a membership, participating in wide-awake, valuable meetings.

### 1. Opening—10 Minutes

Reading of the message of the National President as it appears in the current issue of the NATIONAL PARENT-TEACHER MAGAZINE, or of the message of the state president as it appears in the state bulletin.

Short talk on some subject of timely interest concerning children.

Group singing.

Demonstration of a school activity.

### 2. Business—20 Minutes

Reading of minutes.

Treasurer's statement.

Executive committee report.

Standing committee reports.

Special committee reports.

Unfinished business.

New business.

Announcements.

As much business as possible should be transacted by the Executive committee in order to save time at meetings. (Consult local by-laws.)

### 3. Program—30 Minutes

A program for parent-teacher associations appears in this issue of the NATIONAL PARENT-TEACHER MAGAZINE, and a different one will appear in each of the seven numbers following. Some local Congress units may wish to present the entire program; others will prefer to select from it parts which apply particularly to their needs.

The references help to develop the subjects covered, and enrich discussions.

Leaflets describing the eight program outlines in this series—"The Modern Parent Knows the School"—are available free to local Congress units and to subscribers to this magazine on application to the office of the magazine at 1201 16th Street, N. W., Washington, D. C.

### 4. Social Period—30 Minutes

This period, carefully planned, is a valuable part of the program. The programs which appear in the NATIONAL PARENT-TEACHER MAGAZINE include suggestions of various features which may be a part of the social period.

The projects may be carried out under the direction of committees appointed by the association, and results may be announced at future meetings.

• • •

The meeting, as a whole, brings cooperation, information, individual and group activity, and an understanding of the needs of children. The meeting is the backbone of the organization.

Study the *Parent-Teacher Manual*—a free copy of which is sent to each local Congress unit.

## A PARENT-TEACHER PROGRAM

### The Beginning of School

Outlined by Charl Ormond Williams

With the Cooperation of the Association for Childhood Education

*"If we understand the purpose of all education as a preparation for life, then it is evident that as civilization changes so must education change."*—JOSEPHINE C. FOSTER.

#### PROGRAM (30 minutes)

In charge of Chairman of Program or School Legislation committee

1. A Child's First Day in School Fifty Years Ago and Today
  - A. An older member describes her first day in school.
  - B. A teacher describes a typical first day for 1935.
  - C. A school supervisor or principal reviews these accounts, points out the changes that have taken place and the reasons for them.

(Points to develop: changed social conditions and the equipment needed by the individual in order to meet them successfully; increasing knowledge available concerning the development of the body, mind, and emotions of the child; ways and means by which parents can become familiar with the objectives and practices of the kindergarten and primary grades in the modern school.)

"All the efforts of parents and teachers should be directed toward having the child realize that his status is changed by the step from home to school. At home his position is established by reason of his birth into that particular group. While he may not be the emotional center of the family he has almost invariably been the focus of a great deal of attention and care. He has up to this time been working towards highly individual goals. When he steps into the school he should lose none of this feeling but he needs to acquire another self-accepted attitude which runs counter in practical situations to his previous experience. He is now of value as a group member as well, and in order to live fully he has to learn to take a part which does not always fit in with his previous habits

of individual behavior. He has to smooth off rough corners and learn to think objectively of the contributions which he can make. This is a new type of discipline for the child and one which it will take him many years to understand fully, but the first steps can be successfully taken in the child's early contacts with organized education. He leaves behind him the untrammelled freedom of his baby individuality and takes on the more mature burden of a citizen of the schoolroom. Since this adjustment is difficult, it is essential that home and school work together to make the transition in his life as easy and as profitable as possible."—KATHARINE B. GREENE, in *The Child's First School Year*.

#### References

- Arlitt, Ada Hart. *Psychology of Infancy and Early Childhood*. New York: McGraw-Hill. \$3.
- Bain, Winifred E. *Parents Look at Modern Education*. New York: D. Appleton-Century. \$2.50.
- Cobb, Stanwood. *New Horizons for the Child*. Washington: Avalon Press. \$2.
- Hockett, John A. "The Primary School of Tomorrow." *Childhood Education*. June, 1935.

*"Kindergartens have been a part of the public schools of America for so long that many who are now parents began their own school careers in kindergartens. But a modern kindergarten is much different from the first institutions of that name."*—WINIFRED E. BAIN.

### 2. The Kindergarten in the Modern School

- A. A teacher or administrator well versed in early childhood education describes the objectives and practices of a modern kindergarten.
- B. Several parents relate brief incidents that show the effect of kindergarten experience upon their children.



(Points to develop: Activities of the kindergarten develop right health habits, a variety of interests, happy attitudes toward school, and ability to

### C. Reports from committees that have been appointed to study certain phases of the kindergarten in a school system.

(Points to develop: What state legislation have we that affects the education of young children? What proportion of children in the state and community have the opportunity of attending kindergartens? Reports may be presented in varied forms, as through posters, brief skits, dialogues, etc.)

"The kindergarten offers the child rich experiences which will build new meanings relative to the many interesting things which he finds in his surroundings. The kindergarten helps him to associate with others while engaging in these experiences. It helps him to enjoy group life and to form those habits which will make him a desirable member of the group. In the kindergarten, the child learns to understand that true freedom can only come as he and each of his playmates surrender certain desires of their own in the interests of the entire group. The kindergarten child is stimulated to action through rich, varied surroundings.

"The kindergarten is not a detached school program for five-year-old children. It is the foundation of elementary education and as such must be maintained as a part of our public schools."—WILLARD E. GIVENS, in the *Sierra Educational News*.

#### References

Bain, Winifred E. *Parents Look at Modern Education*. New York: D. Appleton-Century. \$2.50.

A *Guide to Effective Legislation for the Education of Young Children*. Washington: U. S. Office of Education. 5 cents.

"The Kindergarten Pays." *Childhood Education*. October, 1934.

*Practical Values of Early Childhood Education* (25 cents), and *What to Look for in a Kindergarten* (3 cents). Washington: Association for Childhood Education, 1201 16th Street, N.W.

A *Primer of Information about Kindergarten Education*. Washington: U. S. Office of Education. City School Leaflet, No. 30. 5 cents.

Every issue of the NATIONAL PARENT-TEACHER MAGAZINE contains a wealth of material of practical help to parent-teacher associations as well as to their individual members. In this issue, for instance, in addition to the above Parent-Teacher Program, designed especially to meet parent-teacher needs, many local Congress units and their study groups are following the Parent Education Study course, "The Progressive Home," the first lesson of which appears on page 12. "In Our Neighborhood" will serve as the basis of many discussions, which the author of this feature would like to hear about. The article on "Books for Building Stones," and the editorial by the new president of the National Education Association, will have rewards for many other local Congress units. "The P.T.A. at Work" will inspire many associations to go and do as those reporting here have done. "A Challenging Opportunity" and "The P.T.A. and Visual Education" bring special words to the wise. In this, as in every issue, "The President's Message" will serve as an inspirational and personal message from the President of the National Congress to all who are concerned with the promotion of child welfare in the home, school, church, and community.

work and play acceptably with others. Kindergarten experience promotes progress through the grades.)

*Research Findings in Relation to Kindergarten Training as a Factor in School Life and Why I Send My Child to Kindergarten*. Washington: Association for Childhood Education. 3 cents each.

*School Legislation Affecting Young Children*. Washington: National Education Association, 1201 16th Street, N.W., 15 cents.

*Suggested Procedure*. Washington: Association for Childhood Education. 3 cents.

*White House Conference, 1930*. New York: D. Appleton-Century. \$2.

Pamphlets from:

American Association of University Women, 1634 Eye Street, N.W., Washington.

Federal Emergency Nursery Schools, 1734 New York Avenue, N.W., Washington.

National Kindergarten Association, 8 West 40th Street, New York City.

Films and slides from:

U. S. Office of Education, Department of the Interior, Washington.

Erpi Picture Consultants, 250 West 57th Street, New York City.

### SOCIAL PERIOD

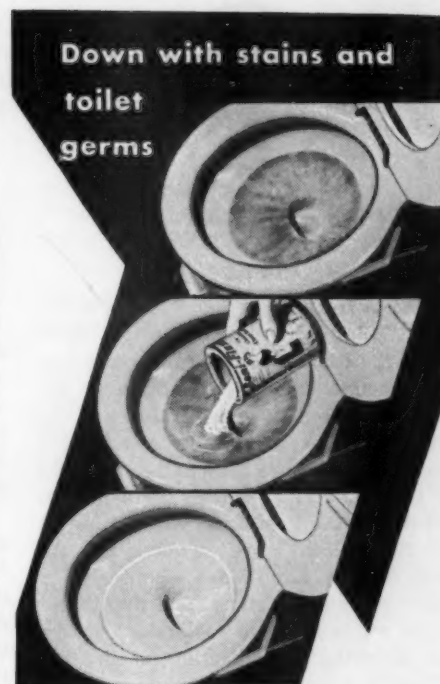
Plan and direct the playing of games popular in schools fifty years ago and some popular in the school today.

### PROJECTS

Make definite plans that will lead to the establishment of kindergartens in near-by communities where they are needed.

Make a study of what is being accomplished by committees on early childhood education in various organizations such as the American Association of University Women, General Federation of Women's Clubs, Rotary Club, Business and Professional Women's Club, and other organizations.

Outline plans by which all agencies in your community working to help young children might correlate their efforts in order to become more effective.



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# THE P. T. A. at Work

EDITED BY CLARICE WADE, 1201 16th Street, N. W., Washington, D. C.

## PROFITABLE VACATION ACTIVITIES

### Minnesota

**T**HE Holy Rosary P. T. A. of North Mankato planned a vacation project at the close of the last school year which was carried on over the summer months. The children were encouraged to make some constructive use of their leisure time and the results of the summer activities were put on exhibit at the first P. T. A. meeting in the fall. Prizes were awarded for the best exhibit from each room and a merit pin was given to each pupil who made an entry. The resulting display far exceeded all expectations and resulted in a miniature fair. A splendid array of needlecraft, canned goods, manual arts, handicraft, and specimens of prize-winning turkeys, doves, and roosters, as well as products of vegetable and flower gardens, proved that the children who participated had done exceptionally well and had spent a very profitable vacation.

During the year, a sewing machine was purchased for the sewing class, paper towels supplied for the school, and classes in physical education were sponsored by the association. The Welfare committee held a dental clinic, will assist at the physical examination of all the children, and is giving the Mantoux Tuberculin Test.—*Mrs. W. A. EVANS, Chairman, District 3, 420 Wheeler Avenue, North Mankato.*

### New York

Practically all agencies interested in child welfare in Rochester cooperated last year in the Community Council on Summer Activities. The participating organizations were parent-teacher associations, parks, clubs, Boy Scouts, Girl Scouts, settlement houses, public libraries, museum, elementary school committees, and private committees such as groups of mothers conducting back-yard play groups for young children.

The council was directed by a steering committee composed of people who were vitally interested in a summer program and who were able to contribute some time to realizing its objectives.

In order to cover the entire city, a committee was organized in every elementary school district, with the cooperation of the superintendent of schools. These committees, in many cases appointed by the P. T. A., consulted with the principal with refer-

ence to the needs of the district and the setting up of the program. They worked with the New Era School, the Health Department of the Board of Education, and such agencies as had available resources in their particular communities. In many cases the P. T. A. committees not only set up a program, but assisted in registration, organization, and instruction throughout the summer.

Here was an opportunity for mothers and fathers to play and work with their youngsters; to act as judges at pet shows; to plan street dances; to dance with their boys and girls; to umpire baseball games; to furnish transportation; to instruct classes. Mothers escorted girls to baseball games; helped make costumes for their dramatic activities; and taught them social dancing. Fathers joined in baseball games, tennis, horseshoe tournaments, and handicraft. Boys interested their dads in new hobbies, and new skills were developed. Picnics, camping, hiking, swimming parties held family interests.

Little folks had rhythm bands, story hours, and roller skating. Jacky proudly wore a blue ribbon which his leech had won in the most unique class in the pet show. Little Mary tap danced throughout the house, displaying her skill in new steps.

Activities carried over after the regular hours. Little folks gathered in back yards and danced folk dances and played folk games, while they sang their own accompaniments. Adolescent boys and girls went regularly to the afternoon hours of instruction at the school in social dancing so they might perform creditably when the street dance closed the happy and busy vacation months.

Health projects received their due. Swimming, life-saving, classes in first aid and hygiene were taught. Citywide athletic contests and tournaments challenged the best ability in each group.

Here is how one P. T. A. organized for its community in Rochester for the summer:

A committee, including the school principal, the health teacher, four mothers, and four fathers, sent out to the parents of each child, through the children in the school, a circular inviting the interest of both parents and children, listing many possible activities, and asking the parents to sign if they desired such a program and the child to check such activities as he

would like to participate in. Out of 500 families, 407 returned enthusiastic requests for a vacation program; more than twenty-five different activities were checked by the children.

Boys and girls alike chose athletics, games, swimming, hiking, nature study, animal care, safety talks, hobby clubs, camp craft, folk dancing, tap and social dancing, dramatics, and art.

Under the supervision of the Health Education Department, with two paid instructors from the New Era School, and the assistance of volunteers, a program was set up. Other special city instructors spent specified hours weekly teaching dancing, music, dramatics, art, safety, etc.

All activities emanated from the school building. The inclosed school play field provided a safe place for the younger children. Two neighborhood play fields were supervised for older girls and boys, with evening activities for adults. Vacant lots were cleared and permission granted for their use for baseball, quoits, etc. Swimming instruction was given for both boys and girls at the neighborhood Y. M. C. A. The park pools also accommodated swimming classes.

The P. T. A. voted a fund of \$25 to cover liability insurance on the school play field and to supply handicraft material for those unable to procure it. A fee of five cents per week was collected from each child to buy materials.

Handicraft classes were conducted in the school building. Wherever possible, activities were planned to take place out of doors. A concrete drive back of the school building provided good roller skating opportunities. On hot days groups of little folks could be seen seated on the lawn in the shade of trees, intent upon an interesting story hour.

Hikes, picnics, inter-community sport meets, dances, parties, and swims gave plenty of opportunity for family participation. Creative urges were satisfied in art work, handicraft, and group projects, such as the building of an entire Indian village and a circus.

Young men and women of the community received recreation training in a three-day institute and volunteered their services in assisting the paid leaders. This volunteer work served a threefold purpose: it materially assisted in the working out of the community program; it gave excellent leadership training; and it furnished a



wholesome solution for an otherwise idle summer.

Parents, serving in many capacities, learned to know their boys and girls better and to enjoy them more.

This particular play area operated over a period of nine weeks, with an average daily attendance of 267. This meant giving a total of 13,338 play days to this particular community; keeping children off the streets; and building strong, healthy citizens.—*MRS. ELMER G. KOCH, Rochester.*

### LEISURE TIME EXHIBIT

#### Washington

A Leisure Time Exhibit was sponsored recently by the Junior High Division of the Seattle Council of Parent-Teacher Associations, in which students of sixth, seventh, and eighth grades of elementary schools and of the junior high schools were invited to participate. The object was to encourage worthy use of leisure by boys and girls, to stimulate interest in hobbies which might develop into some worthwhile projects in later years and at the same time help to form a character trait of perseverance and the ability to carry out an idea.

The exhibit was arranged with the approval and cooperation of the school administration. Plans were formulated several months in advance, and letters were sent to the presidents of each local P. T. A., and to the principals of every school, asking their cooperation. A preliminary exhibit was held at each school in order to interest the children in preparing entries. The outstanding exhibits were chosen to be entered in the final display. Publicity was sent to the three city newspapers and to the district papers.

Forty-two elementary schools and five junior high schools contributed six hundred exhibits. Many types of collections and achievements were represented, including collections of stamps and coins; mineral and sea life; needlework of all kinds; wood and soap carvings; airplane and boat models; drawings and paintings; Indian costumes and feather headdresses, made and beaded by hand; mounted birds; and an exhibit of prehistoric animals modeled in clay. Yellow, blue, red, and white ribbons were awarded for the outstanding entries.

A guest record book was kept, in which 673 names were registered, and it is estimated more than 1,200 visitors attended the exhibit during the three days it was open to the public. This number included many children, interested parents, and teachers, some from out of town, who were gathering ideas and making notes of helpful suggestions.

The exhibit successfully accomplished a twofold purpose. It was an inspir-

ation to the youth for worthy use of leisure time, and established a closer contact and understanding between parents and teachers. If present plans carry, the exhibit will become an annual event.—*MRS. FRED G. FOY, General Chairman, Seattle Council of Parent-Teacher Associations, Seattle.*

### PARADE OF PETS

#### Texas

In observance of Humane Week and as part of the program of their regular monthly meeting, the Burnet Parent-Teacher Association of San Antonio presented a pet parade and the children of the school were invited to bring their pets.

Such overwhelming enthusiasm, on the part of both the contestants and the audience, had not been shown in the school in a long time. Since one of the points stressed was cleanliness of pets, all pets in the vicinity had the best cleansing they had had in years. Turtles, ducks, wild and tame guinea pigs, rabbits, goats, horned toads, cats and dogs of many varieties, chickens and birds were among the pets shown. Each pet was allowed to stop in the parade and perform one trick if it knew any. Those children who had ordinary pets dressed them up in the most unusual fashion and the costumes were given consideration by the judges. A "Message on Pets" followed the parade.

The parade was held in the school yard. All entries of a room marched together. Each room was numbered and each entry wore a number. First and second cash prizes were awarded each room.

Except for a few dog fights, there was little disturbance during the parade.—*MRS. ARTHUR SANDFIELD, President, Burnet P. T. A., San Antonio.*

### A BOOK CARNIVAL

#### North Carolina

A Book Carnival was a feature of the 1935 Convention of the North Carolina Congress of Parents and Teachers. The State Library Commission and the State Director of School Libraries of the State Department of Public Instruction cooperated with the chairman of the Congress Library committee to present a program on books.

Invitations requested that each person attending be dressed in costume representing a book, and suggested that groups of delegates might represent characters in one book, and other unique arrangements.

First and second prizes were offered for the following classifications:

Largest number of people in costume from any one association.

Most artistic costume in style and

in suitability to character portrayed.

Cleverest costume representing a book for children.

Cleverest costume representing a book for youth.

Cleverest costume representing a book for adults.

Largest number of fathers in costume from any one association.

The group giving the best representation of the important characters in a book.

The carnival was staged in the spacious lobby of the convention headquarters hotel, which was decorated with hundreds of blue and gold balloons and hundreds of colorful book jackets, festooned from post to post and from window to window. Nearly a thousand persons, including about five hundred in costumes representing books or book characters, were present. The master of ceremonies called first for contestants who represented groups of characters from one book and these passed in review or gave a stunt suggestive of the book while the audience guessed the book and characters which were represented. The largest group representation came from the Hall Fletcher School in Asheville. This group consisted of nearly eighty people dressed to represent characters from *Ben Hur*. There were courtesans and slaves, soldiers, common people, lepers, *Ben Hur*, and a magnificent chariot.

Many books were presented. There were characters from *Little Women*, *The Little Minister*, *The Little Colonel*, *The Dutch Twins*, *Anthony Adverse*, *Treasure Island*, *Mother Goose*, and many other loved books. Finally came *Millions of Cats*. The old man with his long white beard shuffled about in his soft-soled shoes and promised the very old woman that he would get her a cat. He went away and came back followed by cats. There were gray cats, white cats, striped cats, black cats, yellow cats, and spotted cats. There seemed to be "hundreds of cats, thousands of cats, millions and billions and trillions of cats," though in reality there were only twenty-five.

After the group presentations came the individual characters from children's books. There were Alice, Lucinda, *A Girl of 1860*, *Tom Sawyer*, *Mother Goose*, *Little Carolina Blue Bonnet*, *Rebecca of Sunny Brook Farm*, *Uncle Remus*, *Raggedy Ann*, *Hans Brinker*, and other favorites.

These were followed by books for young people, including *An Old Fashioned Girl*, *The Girl of the Limberlost*, *Anne of Green Gables*, and *Jane Hope*.

Adult books came in for their share too. *Kristin Lavransdatter*, *Oil for the Lamps of China*, *Lavender and Old Lace*, *A Lantern in Her Hand*, *Look Homeward, Angel*, *So Red the Rose*, and *Trader Horn* were represented.



*Pickwick Papers* was presented by a character dressed in newspapers with a lamp wick pinned prominently on one shoulder, at which she picked assiduously.

Carnival costumes and stunts showed wide reading interest, the presence of many new titles showing that new books as well as old favorites are being read and loved. The idea too caught hold, for many groups are now planning less elaborate book carnivals for their own home towns.—MRS. W. B. AYCOCK, *President, North Carolina Congress of Parents and Teachers, 220 E. North Street, Raleigh.*

## SIGHT SAVING COUNCIL

### Ohio

For many years humanitarian-minded men and women have dreamed of an organization which would serve as a vehicle to carry to the public the important knowledge that would help that public conserve its eyesight.

Out of this desire have grown various organizations, a few of which have been successful and have survived the vicissitudes of years. But for economic and other reasons their activities have been confined to specialized subjects.

As far as is known, the Sight Saving Council of Cleveland, in which officers of parent-teacher associations have taken an active part, is the first permanent organization through which it has been possible to disseminate information to the general public on all of the many phases of eye care.

The Sight Saving Council of Cleveland was organized on August 1, 1934, by a group of civic leaders whose idea it was to form a permanent organization which could give to the public, through all possible channels, vital information on the care of eyes and preservation of eyesight.

To facilitate the work of the new organization it was determined to create two general groups—a General committee and an Executive committee.

Organization work began immediately. Various civic leaders were called upon and nearly 200 signified their willingness and desire to become members of the General committee. This committee acts as an advisory body, giving counsel and general support to the Sight Saving Council activities.

The Executive committee is made up of leaders in the community's life, among them many who are active in organizations especially interested in eyesight conservation, such as the Academy of Medicine, the Ophthalmological Club, the Division of Health of the City of Cleveland, the Community Fund, the Cleveland Health Council, the Cleveland Society for the Blind, the Industrial Commission, the Cleve-

land Safety Council, the Federation of Women's Clubs, and the parent-teacher associations.

Subcommittees were appointed to take direct charge of the various phases of the Council's work. These committees are the Program committee, Professional Advisory committee, Publicity committee, and Speakers committee.

At the first meeting of the Executive committee of the Sight Saving Council, the definite objectives of the Council were determined, and a declaration of purpose was written. This declares the objects of the Council to be:

1. To endeavor to determine, through study and investigation, ways and means which will further the preservation of human eyesight;
2. To disseminate knowledge concerning all matters pertaining to the preservation of human eyesight.

Because of the great importance of the work it was further determined that the organization of the Council should be permanent in character. All members agreed unanimously that furthering the objects of the Council is a work that should go on indefinitely.

That the Council has achieved its purposes in securing a wide dissemination of eyesight conservation knowledge can be seen from a brief record of its activities.

A total of 285 eyesight conservation meetings, at which the new "Science of Seeing" story was told to 57,060 Clevelanders, were held in the period from September 8 to December 31. Through these meetings the eyesight conservation message has reached approximately one out of every five homes in Greater Cleveland.

The Sight Saving Council's booklet, "Eyes in Danger," has been distributed to 98,025 persons to date.

This booklet has been completely revised to meet with the approval of all groups interested in the eyesight conservation movement, and is considered the most complete and authoritative general booklet on the subject that has been prepared. The new title will be "Your Eyes, A Guide to Sight Saving."

That the booklet has met with wide approval is indicated by the fact that requests for copies for distribution have been received from groups in forty-eight cities in all parts of the United States, and from one foreign country. Two hundred copies of the booklet were ordered by a Brazilian company for distribution at the Congress of Latin American Ophthalmologists which was held in Brazil in January.

Plans are now under way to reach 50,000 additional school children of Cleveland with the eyesight conservation message, through a series of meetings to be held in the high schools and

colleges of Greater Cleveland. Already the Council has reached 12,400 students.

At the present time arrangements have been made with twenty-three additional schools for definite meetings, and twenty other schools for tentative meetings.

To date, some 160 parent-teacher associations have been reached with the Council's "Science of Seeing" talks, and many other local associations have been booked for future meetings.

The Council has received the wholehearted support of many of Cleveland's civic leaders. On the General committee of the Council are 171 business, educational, medical, civic organization, and other leaders.

Permanent offices of the Council are located in Room 1826 of the Midland Building.—MRS. J. C. WULFF, *President, Cleveland Council of Parent-Teacher Associations, Cleveland.*

## THE P. T. A. AND THE GIRL SCOUTS

### Arkansas

Scouting is no new term with the local units of the Hope City Council of Parents and Teachers. They seem to be constantly scouting for ways and means of carrying forward the program of the National Congress in character training and in living up to the theme of the state Congress of Parents and Teachers, "Every move a character move." But this time their concern is Girl Scouts. Following the state meeting of the Arkansas Congress at Fort Smith in November, 1934, the Hope City Council invited a national Girl Scout representative to visit them and assist them in organizing girl troops. Even before the national representative arrived, however, the enthusiasm of the members in several units had carried them into tentative organizations. Each P.T.A. unit of the city council is sponsoring one or more troops of Girl Scouts, and their younger sisters, the Brownies.

Plans are already under way for the construction of two cabins. The sites and materials for these buildings were donated by interested citizens—business men who are eager to see the development of this type of work. Help has been secured from the FERA for labor in erecting the buildings. The cabins, which will be built according to specifications from national Girl Scout headquarters, will serve as a meeting place for the troops and as recreational centers for the young girls of the town.

The parent-teacher units see in this activity a temporary solution of recreational interests and character building activity for the growing girls, and they also take the long view and see as an outcome of this training young women who are prepared to take their

places, when the time comes, in civic organizations and in family life in whatever community or home they may be privileged to live. They see, too, from the standpoint of the parent-teacher association, a continuation of its parent education work throughout the generations to come.—MRS. C. D. LESTER, *President, City Council, Hope, in Arkansas Educational Journal.*

#### FATHERS IN THE P. T. A.

##### Colorado

As a result of a long campaign to interest fathers and enlist their cooperation, the Colorado Congress reports that approximately one-fourth of its members are men. Not only fathers are active in the association, but in the smaller towns and rural communities unmarried men make up a goodly number of the members. In these localities, the parent-teacher association often is the only community group, and it serves one of its major purposes when it gathers in the young people and gives them wholesome entertainment and an insight into adult education for the establishment of worthy homes.

As one means of interesting men members, their attention was called to the cooperation with the parent-teacher association of outstanding men in the United States, and the numerous local educators and professional and business men who are active in the organization.

Programs were carefully planned and subjects were chosen in which men could be interested and for which they would be willing to give an evening. Another step was to put men to work. In many instances men were called upon to prepare the yearly program outline, to present topics at meetings, and to participate in discussions for the entire evening's program. Father and son nights and dads' nights were established, when business, program, and entertainment were entirely in charge of men members.—MISS LILLIE M. GRUBB, *Secretary, Colorado Congress of Parents and Teachers, 321 State Museum Building, Denver.*

#### A MAJOR HEALTH PROJECT

##### Georgia

Installation of a sanitary sewerage system in the school has been the main project of the P.T.A. of Emanuel County Institute at Graymont-Summit this year. This project has been under way several months. Activities of varied natures have been sponsored to raise money for it: competitive ball games in which the business men of the community took part; a popularity contest in which the young people did outstanding work, a Halloween carnival sponsored by the faculty; public

subscription and plays, are among the devices used.

The board of trustees helped with a substantial gift. Unskilled labor is being furnished by the Federal Emergency Relief Administration, in addition to the \$1,400 contribution of the P.T.A. Approximately 500 men, women, boys, and girls have contributed toward the project.—BERNIS CARTER, *Secretary, Parent-Teacher Association, Graymont-Summit.*

#### PROMOTING SAFETY FOR CHILDREN

##### Mississippi

The Marion Park Parent-Teacher Association in Meridian, realizing the value of a safety program for the school, secured the cooperation of the city officials in inaugurating one-way traffic on streets around the school at certain hours of the day. Parking is permitted on only one side of the street at the time of the opening and closing of school. Boys from the higher grades, trained by a city patrolman, act as patrol officers, guide traffic at rush hours, and assist the younger children. This plan has proved very successful, has taught children to observe many rules of safety, and has been an incentive to boys to prove themselves helpful and reliable. The boys wear an insignia on their left arms, and on rainy days wear white capes and helmets—white having been selected because of its greater visibility in rain or fog. Safety calendars have been provided for each room. School officials consider that this safety project of the P.T.A. has been of great benefit to the school children.—MRS. P. K. CLARK, *Safety Chairman, Marion Park Parent-Teacher Association, Meridian.*

#### A JUNIOR P. T. A.

##### Colorado

A junior P. T. A. made up of children whose mothers are obliged to bring them to P. T. A. meetings has been formed at the Kersey School. Originally a teacher took the children to a room apart and provided games and entertainment for them. This has grown into an organization similar to the senior P. T. A., in which the little folks elect their own officers, appoint their chairmen, and carry on their own work, under the guidance of an adult. Each group of chairmen and officers serves for two months, to give more children an opportunity to serve. The Publicity chairman keeps records and makes a publicity record book; the Finance committee raises money for their needs by candy sales at school entertainments; and the Program committee plans the activities of the group. We believe this will help develop well trained leaders in time to come.—MRS. E. J. MEIKEL, *Kersey.*

## FIRE PREVENTION WEEK

OCTOBER 6-12



### Make SAFEGUARDING Electrical Service in the Home the KEYNOTE of your Fire Prevention Program

Nine out of ten electrical fires are caused by the misuse of electric service. A non-technical talk suitable for women's clubs, a chart and booklet showing common fire hazards, for use in classrooms and public groups, are available, free, on request. This material and other helps may be secured by calling your local electrical inspection bureau or by writing to:

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# A CHALLENGING OPPORTUNITY

by B. H. Darrow



## The National Congress Plans to Use Its Voice

**P**ARENT-TEACHER leaders have increasingly given voice to the purposes of the National Congress through hundreds of radio stations. From these hundreds of microphones the heart appeal of the child welfare work of the organization has gone to millions of loudspeakers. This voice-to-ear giving of the message makes radio a team-mate of the NATIONAL PARENT-TEACHER MAGAZINE. That I now come to you through these columns is innate proof that radio wants to cooperate to the very fullest with all of the older methods of promoting the work of the organization. And the work of the organization is, of course, constantly measured by the increase in the percentage of smiling, clear-eyed, straight-thinking children in America. So, my first appeal is that in systematizing our work we never for a single moment forget that the only measure of our success is the welfare of our children.

Most state Congresses have appointed Radio chairmen, an indication of the increasing recognition which is being given to an important modern method of adult education. Radio has become such a marvelous means of carrying information and inspiration that our association would be negligent indeed if it failed to take the fullest possible advantage of the challenge which is presented. If all the people interested in the movement can bring to the microphone the men, women, and children who have just the right messages, we can accomplish much more than has ever been accomplished in the same period of time.

We want to enrich the lives of children. We can do this directly through the radio which is rapidly coming to reach every home, and being heard an average of two and one half hours daily by its young people. We can also assist childhood through assisting the parents

in the homes in the wiser meeting of family problems.

### OUR NATIONAL BROADCASTS

**T**HE series on parent education, which will be resumed this fall over the National Broadcasting System, offers

### RADIO HELPS

Single copies available free to local Congress units from office of the state Congress. Additional copies at prices listed.

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Radio—A Powerful Ally—leaflet, 16 pages 5 cents  
Radio in Home, School, and Community—leaflet, 16 pages 5 cents  
Available from the National Congress of Parents and Teachers, 1201—16th Street, N. W., Washington, D. C.

#### MIMEOGRAPHED

Children and Radio—Langworthy 5 cents  
How Schools Equip—Darrow 5 cents  
Wise Use of Radio—Darrow 5 cents  
Radio as an Educational Agency—Darrow 5 cents  
Effective Speaking at the Microphone—Darrow 5 cents  
Hints to Amateur Broadcasters—Tyler 5 cents

Available from National Radio Chairman, B. H. Darrow, State Department of Education, Columbus, Ohio.

#### PRINTED

Radio—the Assistant Teacher—Darrow—271 pages \$1.50  
Art of Teaching by Radio—Koon—92 pages .10  
(Government pamphlet)

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Blanks A-B-C, described below 5c per set  
(A—Sample blank used in radio survey of parents)  
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Can the School Teach Discrimination in Radio Listening? 5 cents  
Who Teaches Our Children in Their Spare Time? 5 cents  
Report of study made by B. H. Darrow on Children's Preferences in Radio Programs 10 cents

a golden opportunity. Following the introductory talks by Mrs. B. F. Langworthy, of the National Congress of Parents and Teachers, and others there will be a number of talks on the pre-school child. Then will follow a series on the elementary school period, then one on the secondary school period, and lastly a series on the adult period. No matter what the problem of the individual parent, it is quite likely that it will be adequately discussed at some point during the year's broadcasting.

Perhaps all of us should be interested in the entire series because we never cease to have need of a keener understanding of children of all ages. They may not be in our own home or in the homes of our grown children, but they are certain to be present in the homes of our neighbors and friends. An enormous growth in individual and group listening to the parent education series is a goal which I believe the entire association should set for the year 1935-36.

### OTHER RADIO GOALS

**A**ND now let us, keeping the above as our first goal, give a moment's thought to the other opportunities presented by radio. First, there is the opportunity of state Congresses and city and county councils to study the list of programs to be presented nationally and to list the subjects that are not covered in that series. They will then be in a position to make their own broadcasts over local stations not only a supplement but also a complement to the national series. There is need and opportunity for this in hundreds of localities.

This broadcasting may include some professional promotion of the organization itself but should seldom do it by talking about itself but rather about its work, the lives already helped, and the great possibility of helping many



additional ones, if the listener will lend his aid to the movement. Faith in our schools; reports of good work done by our teachers; campaigns for improved equipment; and the wide variety of other subjects connected with school welfare are splendidly worth while if presented always from the standpoint of some good thing made available to the listener.

In other words, in all our broadcasting we should not beg the question, we should not assume that the listener is already interested in us as an organization, but that he will be interested in anything that is in line with the increase of human happiness.

Second, state and council areas can encourage daytime broadcasts of educational materials for use by teachers and pupils in the classroom. There is a splendid chance to enrich and enliven the school day of all our pupils. Much fostering of schools of the air can be done by state departments of public instruction.

Third, state Congresses and city and county councils may be of great assistance to local associations and through them to all our membership in the following matter. The National Congress will make available to the states a calendar of worthy educational broadcasts available on a national basis. These calendars will naturally be but partial guides of radio listening in any locality. Therefore, state Congresses and city and county councils should make studies of all local broadcasts of an educational nature and list those they consider most worthy. They should combine this list with the national radio calendar if and when representative stations of the National Broadcasting Company or the Columbia chain in their area carry the listed educational broadcasts. The state or local radio calendar will then be of great service to every association and its members.

#### A LETTER TO LOCAL PRESIDENTS

THE following letter indicates how these services function through each local association.

President,  
Parent-Teacher Association,  
Every Local in America.

My dear Madam:

Hundreds of National and state officers of the parent-teacher association depend on you. All the work we do is done that we may help you to render a better and wider-reaching service in your community.

We now have a new and marvelous way of coming into your community and of visiting nearly all your people. Whenever they listen to radio broadcasts which we have provided or have

helped to provide, then we are trying to be of direct assistance just as we have been in the provision of the NATIONAL PARENT-TEACHER MAGAZINE and many other helps. Unfortunately, many of the other mediums reach only those whom the local association itself contacts. Radio is more penetrating. Wherever there are people listening we can give them the parent-teacher message.

Will you please appoint a local Radio chairman immediately and send her name and address to your state Radio chairman? She is the most important link in the chain whereby we hope to enrich and speed up the parent-teacher program all over America.

Will you then assist your local Radio chairman in the organization of listening groups in your community? If you do, you will be a living part of the greatest study group the world has ever known. Judging by the splendid success of the listening group idea during its first year, we have every reason to believe that when you listen to the broadcasts mentioned on the previous page your group will be one of thousands. Your guest speaker on each particular subject will be one of the foremost leaders in the nation. We think that this is a priceless opportunity and hope that you will take advantage of it. Perhaps not all of your people can get to one place to listen. If this cannot be done, arrange for additional meeting places. It will not be nearly so difficult to maintain interest in study group work when you can gather each week and have a splendid address to provoke a lively discussion by the people who come.

Note that I say "the people who come" rather than "members" because I believe that many people who have not heretofore been attracted will come if invited—and I believe that having come many of them will eventually enlist with you in the work of your association.

You will note in the article which precedes this letter that several other kinds of service by and through radio are explained briefly. You can obtain help on every one of these objectives by keeping in touch with your state Radio chairman. Write her telling of your plans, and ordering needed supplies. Then tell her of your successes, and even of your failures. She may then be the avenue through which will come all that the National Congress can give in instruction and assistance. Frankly, it requires a real effort to hold down my enthusiasm for the possibilities of the year ahead. If we fail it will be only because we fail to work. Let us work—and succeed.

Cordially yours,  
B. H. DARROW, Radio Chairman,  
National Congress of Parents  
and Teachers.

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Cooks light, white and flaky  
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#### PARENTS—

Get one of these recording home safes and teach your children to save—by example.



Good habits are characteristic of success—encourage the money-saving habit with your children.

Send \$1.00 for this secure key-locked bank.

Also Mickey Mouse banks (Licensed by Walt Disney Enterprises).

THE AUTOMATIC RECORDING SAFE CO.  
35 E. Wacker Drive, Chicago, Ill.

If you are planning to change your address, please let us know as far ahead as possible what your new address will be so that we may change our stencil record. This will avoid delay in your receipt of the magazine.

THE NATIONAL  
PARENT-TEACHER MAGAZINE  
1201 16th Street, N.W., Washington, D. C.

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for Work that is Play

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NO talent or experience needed. Make 5c to 10c profit on each card. Many earn \$20 to \$200 first year. Big Christmas season just ahead. Free book tells all about this fun, exciting way to turn spare moments into really earned dollars and shows 211 beautiful new designs. Send for it TODAY. Or better, send \$1 for Book and Trial Box containing everything you need to start.

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1626 L St., N. W., Washington, D. C.

# THE P. T. A. AND VISUAL EDUCATION

**D**R. WILLIAM J. MAYO, of the Mayo Clinic at Rochester, Minnesota, who is famous as a scientist, physician, and teacher, has been quoted recently as saying: "Since the brain is built around the eye, more studying should be done with the eye than with the ear. We are an eye people. We have some chance of really learning by the eyes, whereas by the ear method about all we can do is to try to remember what we have heard. We only learn what we retain and we retain best what we see with our eyes."

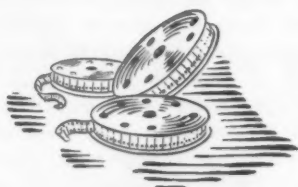
School boards, educational organizations, and parent-teacher associations are giving serious consideration to the problems involved in the sources, suitability, and cost of materials and equipment to make visual education available to all children in the country.

Research has shown that most subject material used in education is capable of visualization and that students in the early grades and even in the handicapped classes learn more rapidly and retain the information longer when it is acquired through ocular media than when it comes through oral means.

A recent study of visual education activities in the United States shows that Alabama, Arizona, Arkansas, California, Colorado, Connecticut, Florida, Illinois, Indiana, Iowa, Kansas, Kentucky, Massachusetts, Minnesota, Missouri, New Jersey, New York, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, South Dakota, Texas, Utah, Washington, and Wisconsin provide their citizens through state funds visual education services including films and, in some states, equipment. Most of these states have departments of visual education in the extension divisions of the universities and agricultural colleges, but some of the departments are connected with state boards of public instruction, departments of conservation or public service, museums, and privately financed educational institutions.

Almost every city of any size has a motion picture library which is available to educational, religious, and welfare agencies. The quality, quantity, and distribution arrangements vary greatly, but the initial action has been taken and valuable precedents have been established for further development along these lines.

The teacher, the text, and visual aids, including the motion picture, are essential to modern school equipment. These media do not substitute for one another, but are necessarily supplemental. New teaching technics and



by Catheryne Cooke Gilman

learning ways are even more necessary in the most remote schoolrooms than in the metropolitan centers of the country.

It is encouraging to know that in the majority of the states the parent-teacher associations are leading in the formation of public opinion upon this vital community obligation. Educators and technicians have long advocated the use of motion pictures in education, but it remains for parents, as taxpayers, to bring about its realization for all children as a public educational provision and a general welfare measure.

The annual reports of the state Motion Picture chairman of the National Congress of Parents and Teachers showed that local parent-teacher associations are beginning to "tune in" on the stations of information provided by the state educational institutions and the commercial non-theatrical companies. They have found the quality and quantity of material not all it should be, but better than they anticipated.

The experiences of the associations suggest the desirability of their studying state educational sources and making inquiries about the activities already in operation in the schools.

The Michigan Motion Picture chairman issued an excellent questionnaire and received a fair return, considering the usual fate of such communications. The results were important to the chairman in the evaluation of the work of the state and in the preparation of future plans. The inquiry brought out information about the year-round visual education program of the Bay County Commissioner. It stood out as exceptional and has been brought to the attention of other commissioners and parent-teacher associations as a commendable plan. The chairman is urging parent-teacher associations to support school commissioners in providing the best equipment, the finest films, and professional and technical leadership.

Louisiana is setting a high standard in perfecting its organization, which is always a reliable procedure. The state

chairman reported early in the year that she had a Motion Picture chairman for each district in the state. She organized two institutes for the National chairman to conduct, and made arrangements to have her address the state convention at two sessions. The state chairman addressed five locals, eight councils, two district meetings and spoke before the state convention. She reports that progress has been made toward securing training courses for teachers in the use of visual aids, motion picture appreciation, and establishing film libraries. Two chairmen have been appointed to supervise amateur motion picture clubs. The convention passed a resolution approving the motion picture legislative program and work has been done on the Culkin Bill, H.R. 2999, which contains the complete legislative program of the National Congress of Parents and Teachers.

The New Jersey Congress Motion Picture chairman reports that the projects of the National Motion Picture Plan have been undertaken in many locals. One of the most interesting items in the report is the statement that "almost all subjects in the junior and senior high schools are taught with the aid of movies," and that "in junior and senior high schools all over the state recreational films are shown during school hours sometime during the week."

There are two amateur motion picture clubs in New Jersey under competent leadership, according to the report. The chairman addressed forty-two locals, four council meetings, and conducted two sessions at the state convention at which the National chairman spoke. Five associations are showing educational films once or twice a week. Three locals have purchased 16 mm. projectors for classroom use and one 35 mm. for an auditorium. A few local associations have bought films and many have catalogued educational films from non-theatrical sources.

It has sometimes seemed desirable for a parent-teacher association to purchase equipment to demonstrate to school officials the advantage of it, but the experimental stages have been passed. Visual education is now known to be sound from an economic, educational, and social point of view and parent-teacher associations can proceed with assurance to develop the forward-looking policy of having motion picture equipment installed in all schools for educational and recreational purposes.

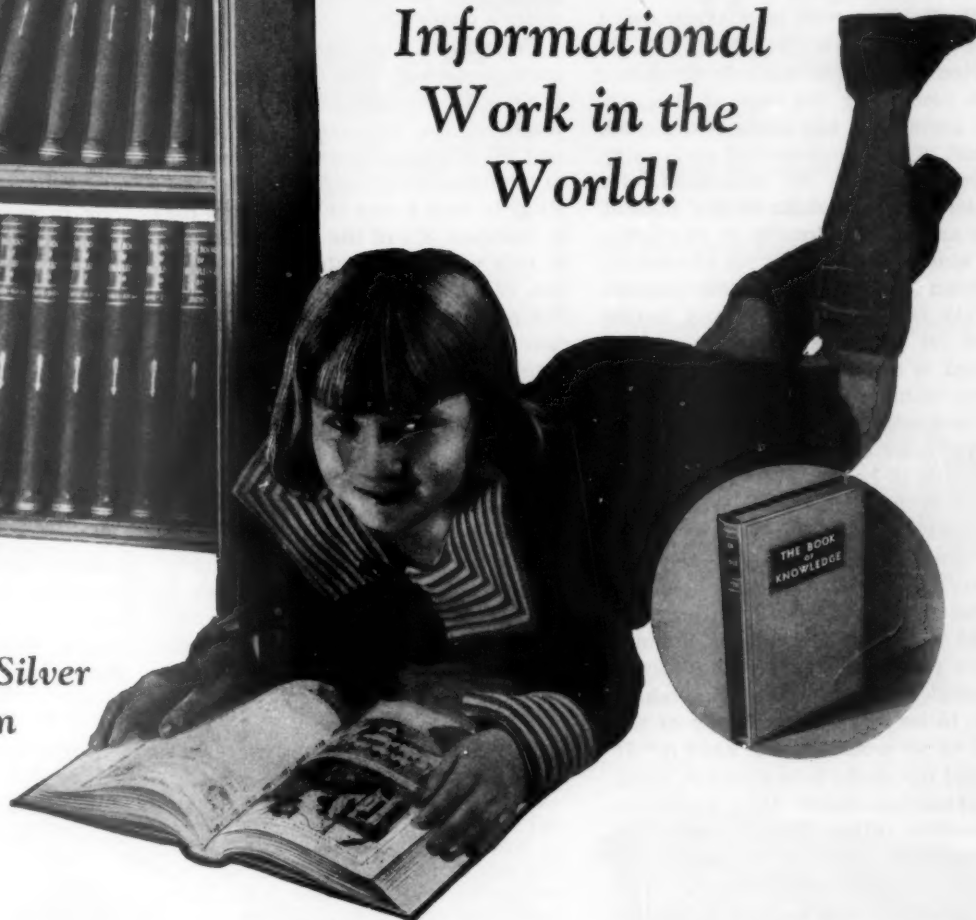


# THE BOOK OF KNOWLEDGE, *The Children's Encyclopedia*



**The Most  
Interesting  
Informational  
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World!**

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Jubilee Edition**



**H**OME WORK is easy and interesting; compositions are written in half the usual time; learning is fun and informational reading is as fascinating as stories to boys and girls who have The Book of Knowledge at home. This great educational work is already in the homes of more than 3,000,000 children. Proof of its merit is the fact that for a quarter of a century it has been almost continuously on the printing presses; and every edition has been a revised edition. For twenty-five years, an expert editorial staff has worked to keep it up-to-date, and to improve it.

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#### THE GROLIER SOCIETY

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Address.....

National Parent-Teacher 9-35



# BOOKSHELF

by  
WINNIFRED KING RUGG

**W**ITH the annual reopening of school it is fitting to consider some of the books that seek to define the objectives of American education and propose methods that are both forward-looking and sound.

W. B. Curry in *EDUCATION IN A CHANGING WORLD* (New York: W. W. Norton. \$2) is particularly concerned with presenting the case of Progressive Education. His angle of approach is that of the fundamental social attitudes produced by education. He thinks that the adults of the present time are not emotionally or intellectually able to bring order out of existing confusion and that the next generation is not likely to be any better fitted for that task unless they are trained in some other way than their elders. Education must make some new contributions if "the emotional insanity now all but universal among adults" is to be diminished.

In the new education Mr. Curry, who was formerly headmaster of the Oak Lane Country Day School of Philadelphia and is now headmaster of the progressive Dartington Hall School in Devon, England, finds hope. It was the great teacher, Sanderson of Oundle, who said that the school ought to be a "miniature copy of the world as we would love to have it." If we want the world to be tolerant, ruled by persuasion rather than by force, cooperative rather than competitive, children need to grow up in schools operated on these principles.

Mr. Curry seems to hold a middle ground between the conservatives and the radicals. His test, applied to teachers, school administrators, and educational practices, is that they shall be "on the side of the children." His book is informal. It is intended for the general reader, and to be regarded, to quote his own words, "as a series of essays in which a practical schoolmaster examines some of the problems which most interest him from the point of view of the needs of the world."

• • •

## THE NEEDS OF AMERICAN YOUTH

More technical is *A CHALLENGE TO SECONDARY EDUCATION*, edited by Samuel Everett and consisting of program plans for junior and senior high schools by different educators (New York: D. Appleton-Century. \$2). The writers, all of whom are members of the Commission on Secondary Education of the Society for Curriculum Study, are at one in their conception of the high school as the people's college of the future and in their be-

lief that advance in high school curricula has not kept pace with the advance in the elementary schools, or developed in a fashion at all commensurate with the needs of American youth and the potentialities of secondary education.

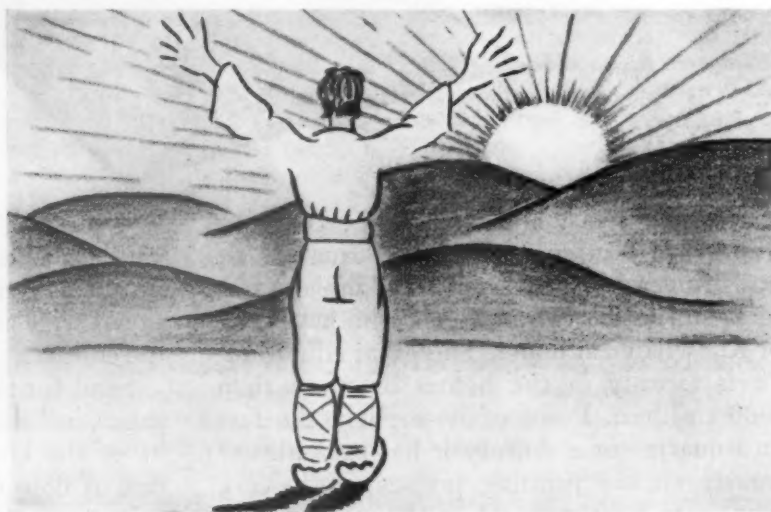
Certainly hope in the schools springs eternal! This book is especially valuable for school executives and teachers, for taxpayers and voters, and for any one who is in a position to influence the planning of courses of study in such a way that the hope may be justified. Six of the plans presented in this volume are already in operation in different parts of the country. The plans unite in asking that American high schools be thoroughly reorganized, that they be concerned with modern life rather than with the past, that they be democratic rather than aristocratic, and that the curriculum be made more general and interrelated and less departmental. On other points there are fundamental differences in the attitudes of the respective members of the commission, particularly in regard to the issue as to whether or not the secondary school should definitely aim at the social reconstruction

Rutledge, author of *WHEN BOYS GO OFF TO SCHOOL* (New York: Fleming H. Revell. \$1.25). Mr. Rutledge has had many years' experience as a teacher in a boys' preparatory school, Mercersburg Academy. His is the idealistic, genial, and generally undemocratic attitude of a man who understands and likes the boys who come under his instruction, is a scholar and a gentleman but not a social reformer. He is the kind of a teacher who takes a companionable joy in repeating the naive solecisms of his pupils, who serenely pursues his academic way convinced of the high nature of his calling and is able to use a pleasing gentle irony in writing about it, but is not looking for new methods.

• • •

## ADULT SELF-EDUCATION

*KNOW THYSELF*, by John Potts (Philadelphia: Dorrance. \$3) is intended chiefly for the individual adult's self-education. Dr. Potts is a physician who has set down in this book the fruit of long experience with people. With no weight of scientific diction, but in a quite simple, frank,



One of the charming illustrations from *Dobry*,  
by Monica Shannon

of American life and be dominated by a specific and clear-cut social outlook. The trouble here is that too few educators have taken a specific, clear-cut social position on basic social questions, and some would hesitate to do so.

• • •

## OLDER METHODS OF TEACHING

Toward the other wing of the pedagogic senate, among conservatives of a tolerant type, belongs Archibald

and sometimes jocular tone, he gives rules for helping the reader to know himself and his fellow men better. Chiefly the book consists of one hundred evidences of mental superiority, with brief comments illustrating their application. For instance, "Persons having superior mentality seldom are bored by being alone," is followed by an amplification and discussion of that statement.

"Persons having superior mentality are usually well supplied with ability

to adjust and to adapt themselves to changes in their environment."

Added to the one hundred evidences of mental superiority is advice on how to get that way and how to use the rules to advantage in understanding one's associates.

...

#### BOOKS FOR YOUNG PEOPLE

Jack was having troubles. He had flunked Latin and history in his freshman year in high school and was admitted to the sophomore class only on condition that he pass every subject during the first six weeks. Fortunately he had a history teacher who decided to give his class some instruction on "how to study." These practical instructions and the breezy narrative about Jack, and Bill, and Percy the grind, and Reggie the memorizer make a little manual of genuine usefulness for high school students. It is called *THE MODERN STUDENT* and is written by David Eric Berg, who has taught in almost every kind of school and has been an educational administrator and an editor (Forest Hills, New York: Universal Publishing Co. \$1. Special discounts to schools and in quantity).

...

A pleasant, well-written story for children of nine or ten is *KELPIE, THE GIPSIES' PONY*, by Ursala Moray Williams (Philadelphia: Lippincott. \$2). A wild Scotch pony from the moorlands, a boy from a gipsy caravan, both of them orphans, come together, learn to trust and love each other, prove their respective worth, trustworthiness, and sagacity, endure separation, and are happily brought together again. Style, spirit, illustrations, and background are all good.

...

Among the attractive books illustrated, after the popular and desirable method, by reproductions of photographs, are *WILD ANIMAL ACTORS*, by H. M. and F. M. Christeson (Chicago: Albert Whitman. \$1); *FUN AT HAPPY ACRES*, by Ruth C. Barlow, with pictures by Melvin Martinson (New York: Crowell. \$2); and *WE GO TO NURSERY SCHOOL*, by Marjorie Poppleton and William E. Blatz (New York: Morrow. \$1).

The first of these three books is made up of stories about animals that have taken part in motion picture plays, together with information about the way they are trained, after methods apparently based on kindness and confidence.

*FUN AT HAPPY ACRES* is filled with beautiful photographs of farm life and a brief story of the visit made by Charles to the farm where his uncle and aunt and cousin Nancy lived with



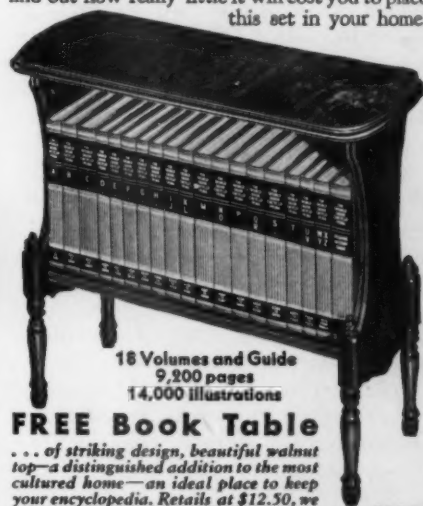
## HOW DO YOU ANSWER *Your Child's Questions?*

### THESE *for Example*

What makes the sky blue?  
Why does an airplane fly?  
Do fish breathe?  
Do bananas grow on trees?  
Why is rain always dirty?  
Why does a camel have a hump?  
What is German Silver?

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Insure both by giving son or daughter *The New WORLD BOOK ENCYCLOPEDIA*, the standard by which all other reference sets are judged. Marvelously illustrated, with 9,200 pages and 14,000 illustrations... written in simple language, yet completely authoritative, you must examine this encyclopedia to appreciate its many outstanding features.

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Children in: Grade School ☐ Junior High ☐ High School ☐



cows, horses, a dog, and all kinds of fowl. Miss Barlow, the author, is chief of the children's department in the Flint (Michigan) Public Library. Mr. Martinson, the illustrator, is a member of the Chicago Symphony Orchestra.

WE GO TO NURSERY SCHOOL is for very small children. Because it tells about experiences that are within their own range, familiar but still adventurous, this charming book with its full-page illustrations is likely to give them many contented hours. The co-authors are associated with the St. George's School for Child Study at Toronto, and the photographs were taken in that school.

• • •

#### BOOKS IN BRIEF

AN ANTHOLOGY OF WORLD PROSE, edited by Carl Van Doren. (New York: Reynal & Hitchcock. \$3.50). This book, companioned by Mr. Van Doren's earlier work, *An Anthology of World Poetry*, makes an excellent foundation for a family library. The selections have been gleaned from twenty-four centuries and many languages, and retained after careful sifting.

PHOTOPLAY APPRECIATION IN AMERICAN HIGH SCHOOLS, by William Lewin (New York: D. Appleton-Century. \$1), is a publication of the National Council of Teachers of English, wherein the chairman of the Committee on Photoplay Appreciation of that body reports experiments in conducting classes in motion picture appreciation as a part of the work in English. The objectives are training in the use of leisure, improvement of taste, and bettering of films.

SEEING STARS, by W. B. White (Cleveland: Harter Publishing Co. 10 cents, plus postage). A tiny book that helps the would-be astronomer to a knowledge of the names and positions of the planets and constellations.

The John Newbery Medal, awarded annually for the most distinguished contribution to American literature, was presented this year to Monica Shannon for her story of peasant life in Bulgaria, *DOBRY* (New York: Viking. \$2).

## What Do You Think?

The following questions are taken up in this issue of the NATIONAL PARENT-TEACHER MAGAZINE. To verify your answers, turn to the pages whose numbers are given in *italics* following the questions.

1. What is the parent's part in education? 5.

2. What are some of the bad effects of having the older children responsible for the care of the youngest members of the family? What are some of the benefits? 6-7.

3. If you are not a musician, how can you teach children to love and enjoy good music? 8-9.

4. How can we teach children to make their own decisions and accept responsibility for them? 10.

5. How does the human digestive system take care of starch and protein-rich foods eaten in the same meal? 11, 26.

6. What are some of the fundamental qualities which are necessary to the founding of a happy family? 12-13.

7. How and when should we start to correct cross-eyes? 16.

8. What are some of the benefits which a child of two and a half may get from attendance at nursery school? 17.

9. What conditions lead children to a love of reading? 19.

10. If your living room seems to have a "restless" effect, what may be the cause? 20-21.

11. What are a few of the points to be considered in selecting the wardrobe of a school child? 23.

12. How can we best help a fifteen-year-old boy to decide what studies to take in preparation of his future occupation? 26.

13. How can parent-teacher associations bring good non-theatrical motion pictures into use in their communities? 44.

## Stamp of Merit


The appearance of an advertisement in the NATIONAL PARENT-TEACHER MAGAZINE is in itself a stamp of merit. In accepting advertising the NATIONAL PARENT-TEACHER MAGAZINE considers the reliability of the product, the reputation of the firm advertising, and the appropriateness of its appeal to the readers. If there is the slightest doubt about any product or company, a careful investigation is made before the advertisement is accepted.

We want our readers to feel they can rely with confidence upon the entire contents of the magazine including the advertising.

Listed below are the firms advertising in this issue. While every precaution is taken to insure accuracy, we cannot guarantee against the possibility of an occasional change or omission in the preparation of this index.

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Lane Bryant, Inc.....	37
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## The Question Answerer for Home and School



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*A Merriam-Webster*

Young folks need this helpful companion for study hours, with its wealth of useful, easily found, easily understood information. Webster's Collegiate Dictionary is an invaluable aid to better school work now and will form habits of accuracy and self-reliance that will contribute greatly to success in later life.

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